DOCUMENT RESUME

ED 213 996 CE 031 938

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TITLE Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
PUB DATE Sep 81
CONTRACT DOL-99-0-2297-33-52
NOTE 165p.; For related documents see CE 031 933-972.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adult Vocational Education; Data Analysis; Data Collection; *Employment Programs; Federal Programs; *Followup Studies; *Job Training; Postsecondary Education; Program Effectiveness; Secondary Education; Vocational Education; Youth Programs
IDENTIFIERS Comprehensive Employment and Training Act; *Followthrough

ABSTRACT

This guidebook is designed to assist Comprehensive Employment and Training Act prime sponsors in obtaining the maximum benefit for their participants and themselves from follow-up and follow-through activities. An introduction explains the purposes of the guidebook and overviews follow-up and follow-through. After an overview of the essential tasks for follow-up, action planning guidelines are given for each of the seven tasks specified: (1) identify purposes of follow-up activities, (2) design follow-up strategy to correspond with purposes identified, (3) decide on procedures to carry out the strategy, (4) develop aids for data collection, (5) collect data, (6) analyze data, and (7) communicate information for use according to identified purposes. The next section gives an overview and the related guidelines for the four essential tasks for follow-through: identify areas for follow-through activities, identify available means of participant reinforcement, determine effective procedures for delivery of follow-through services, and implement procedures. Reference materials contained in appendixes include sample follow-up questionnaire, strategies to increase confidence in data collected by mailed questionnaires, and information on principles of interviewing, descriptive statistics, graphic presentations, follow-through staff, work maturity skills, and implementation techniques. (YLB)

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FOLLOW—UP
AND
FOLLOW—THROUGH
IN
EMPLOYMENT AND TRAINING PROGRAMS

An Action Planning Guidebook

Provided by the Technical Assistance for Occupational Skills Training Project Sponsored by the Office of Youth Programs, U.S. Department of Labor

CE031938

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FOLLOW-UP AND FOLLOW-THROUGH IN EMPLOYMENT AND TRAINING PROGRAMS

An Action Planning Guidebook

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

September 1981

FUNDING INFORMATION

Project Title:	Technical Assistance for Occupational Skills Training Project
Contract Number:	99-0-2297-33-52
Act Under Which Funds Were Administered:	Comprehensive Employment and Training Act of 1978, Title IV, Part A, Subpart A
Source of Contract:	Office of Youth Programs U.S. Department of Labor Washington, DC
Contractor:	The National Center for Research in Vocational Education The Ohio State University
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Youth Programs, U.S. Department of Labor. Contractors undertaking such projects under government sponsorship are encouraged to freely express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Labor position or policy.
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CONTENTS

FOREWORD v

EXECUTIVE SUMMARY vii

INTRODUCTION
- Purposes of the Guidebook 1
- Overview of Follow-Up and Follow-Through 1

PLANNING FOR ACTION

Action Planning Guidelines:
An Overview of Essential Tasks for Follow-Up 3
- Task 1: Identify Purposes of Follow-Up Activities for Your Agency 5
- Task 2: Design a Follow-Up Strategy to Correspond with the Purposes Identified 13
- Task 3: Decide on Procedures to Carry Out the Strategy 21
- Task 4: Develop Aids for Data Collection 27
- Task 5: Collect Data 37
- Task 6: Analyze Data 43
- Task 7: Communicate Information for Use According to Identified Purposes 47

Summary of Follow-Up Tasks 51

Action Planning Guidelines:
An Overview of Essential Tasks for Follow-Through 53
- Task 1: Identify Areas for Follow-Through Activities 55
- Task 2: Identify Available Means of Participant Reinforcement 61
- Task 3: Determine Effective Procedures for Delivery of Follow-Through Services 65
- Task 4: Implement Procedures 71

Summary of Follow-Through Tasks 75

APPENDICES
- A. Sample Follow-Up Questionnaire 79
- B. How to Increase Confidence in Data Collected 107
- C. Principles of Interviewing 127
- D. Descriptive Statistics 137
- E. Graphic Presentations 143
- F. Follow-Through Staff 153
- G. Work Maturity Skills 161
- H. Implementation Techniques 167

BIBLIOGRAPHY 181

FOREWORD

Follow-Up and Follow-Through in Employment and Training Programs: An Action Planning Guidebook is one of sixteen products and services developed for the Department of Labor's Office of Youth Programs. These products and services are intended to comprise a "full-service" technical assistance model that can be used by the employment and training community to better meet the training needs of staff and CETA-eligible youth and adults.

The contributions of the Fort Wayne (Indiana) Area Consortium, Philadelphia Office of Employment and Training, and Kentucky Balance of State Prime Sponsor are gratefully acknowledged. These sites participated in the planning and pilot testing of selected products and services.

Appreciation also is expressed to project staff. Sandra Pritz, Program Associate, was the major author. Other staff members include Brian Fitch, Program Director; Robert Bhaerman, Research Specialist; Bettina Lankard, Program Associate; Gale Zahniser, Program Associate; and William Goldwair, Research Specialist.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

While collection of follow-up data is mandated for reporting purposes, creative use of the follow-up procedure can yield a number of other benefits. The most obvious is the feedback that can be used to improve program offerings, curricular content, and the overall preparation of participants for a job. Another advantage the follow-up system can provide is the opportunity to deepen contacts with employers in the community and to gain additional information about the labor market and the hiring, training, and promotional practices of businesses.

It is important that follow-through with the participant be closely related to the follow-up effort. The long-term effect of the prime sponsor's previous services to the participant may depend on helping the participant (and perhaps the employer) to address any problems that surface in follow-up. Counseling and referral to needed support services or sources of additional training can be of tremendous aid in job retention.

This guidebook is designed to assist CETA prime sponsors in obtaining the maximum benefit for their participants and themselves from follow-up and follow-through activities. With regard to follow-up, one of the objectives is to provide information about the procedures used by other prime sponsors and their thoughts about what experience has proven effective for them. A second objective is to relate this experience to particular purposes for collecting follow-up data and to provide guidelines for accomplishing those purposes. With regard to follow-through, the objectives are to develop procedures for using follow-up data to identify problem areas and to develop strategies for using this information in offering supportive follow-through services to participants.

The guidebook is organized for quick usage and ready reference. After an overview of the essential tasks for follow-up, action planning guidelines are given for each of the tasks specified. The second section gives an overview and the related guidelines for the essential tasks for follow-through. Reference materials to enable users to carry out the guidelines for these tasks are contained in the Appendices. An accompanying set of worksheets provides for agency-specific analysis according to the guidelines.

INTRODUCTION

Purposes of the Guidebook

While collection of follow-up data is mandated for reporting purposes, creative use of the follow-up concept can yield a number of other benefits. Many employment and training agency staff persons are aware that they are obtaining little from their follow-up efforts beyond what is required, and they are raising questions about how additional meaningful information can be gleaned for the agency and for participants. The possibility of using follow-up information for follow-through assistance for participants leads to questions about how the process can be structured to accomplish this function without expanding the level of agency effort and funding.

This guidebook addresses such questions. The guidelines offer principles by which to make judgments or determine a course of action; hence, they are called "action planning guidelines". They provide concrete strategies and suggested activities for relating those strategies to specific agency needs.

Many of the guidelines were derived from a synthesis of recent writings on the topics of follow-up and follow-through. However, not enough is available that is as specific and detailed as practitioners in employment and training agencies need. Therefore, a number of prime sponsors were surveyed to obtain expanded information to share.

Fifty-seven requests for information were sent to an approximately equal distribution of prime sponsors in large cities, multi-county consortia, and balance of state groups across all regions. A later group of sixteen requests was sent to prime sponsors in regions underrepresented in the number of responses received from the original mailing. Agencies were asked to share the forms they use and to indicate on them the questions that have yielded information helpful beyond the reportorial need. They were encouraged to comment on effective (or noneffective) aspects of the follow-up process. A total of thirty-one responses was received, and insights from these responses are included with the guidelines.

The guidebook is structured according to the recommendations of a number of employment and training staff persons who need a reference for quick usage and spot checking of specific tasks in the follow-up and follow-through process. The guidelines are presented in task categories, and a corresponding worksheet accompanies each task.

Overview of Follow-Up and Follow-Through

Follow-up is a process of gathering job-related information from former participants and their employers. Nothing about the term "follow-up" indicates any purpose for conducting it. This can be a source of confusion, as people may assume different purposes unless goals and objectives are agreed on and clearly stated. These goals and objectives, then, give meaning to the follow-up process because they state why people are carrying it out and what they intend to do with the results. All tasks within the process follow logically on the identification of the goals and objectives.

The term "follow-through" is not of the same nature; it indicates carrying out to an end what has been planned or begun. The goal is inherent—to finish the work identified earlier. But are all agency personnel in agreement on exactly when the work is completed? Is the agency responsibility discharged when a participant terminates? Obtains a job? Keeps a job for several weeks? Or several months? To answer these questions one is required to go back to the original challenge: the work to be finished is

> "to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency."
> (CETA 1973, Sec. 2, p. 1)

Clearly, follow-through tasks demand some attention.

The tasks presented are not cast in any rigid time pattern; in fact, each might be considered ongoing so that no decisions are labeled as final. Obviously, it is important to be flexible since the needs of agencies change, as do the needs of individuals. Furthermore, since follow-up and follow-through come at the end of a chain of services to the participant, there is a need to adapt as changes are made in the earlier service links.

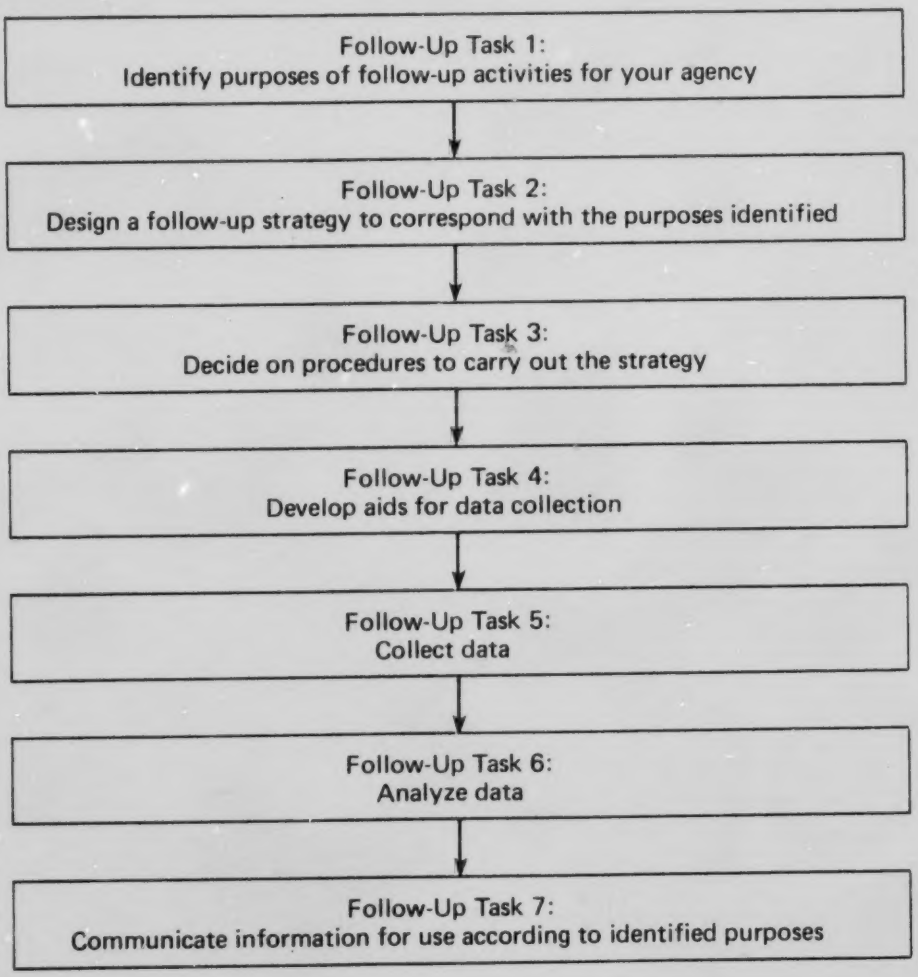
Nor are the guidelines intended to be a programmed system. Not all of the points apply in every situation. Users must analyze the important elements in the process and determine the steps that should be taken locally. Major guidelines have been set in bold type to assist in working through them, and corresponding worksheets have been provided so that users can specify the ways in which those guidelines can be implemented within their own agency.

The next section of the guidebook involves planning for action in the follow-up area. The succeeding section explores planning for follow-through action. Readers are encouraged to research both of these areas further, if their needs dictate, by consulting the references listed in the bibliography.

PLANNING FOR ACTION

An Overview of Essential Tasks for Follow-Up

In order to assist employment and training agency staff in implementing a follow-up process, a synthesis of seven essential tasks has been developed:


Follow-Up Task 1:
Identify purposes of follow-up activities for your agency
Follow-Up Task 2:
Design a follow-up strategy to correspond with the purposes identified
Follow-Up Task 3:
Decide on procedures to carry out the strategy
Follow-Up Task 4:
Develop aids for data collection
Follow-Up Task 5:
Collect data
Follow-Up Task 6:
Analyze data
Follow-Up Task 7:
Communicate information for use according to identified purposes

ACTION PLANNING GUIDELINES

Follow-Up Task 1:

IDENTIFY PURPOSES OF FOLLOW-UP ACTIVITIES FOR YOUR AGENCY

1.1 **Identify the decision makers and information users** who might have a need for information obtained through follow-up activities.

1.2 **Form a planning committee of those who have responsibility for follow-up and those identified as involved with using the results.** Also include some of the employers who may be providing follow-up data. The committee should operate under the leadership of a key person with responsibility for coordinating follow-up activities. The committee's role should be to develop a list of information needs and rank the items on the list. In addition, this group should monitor the follow-up activities in a general way to assure that the information gained serves the purposes identified and that those are reviewed periodically.

1.3 **Make certain that the follow-up program operates as part of the agency's overall program and serves the agency's goals.** Identify purposes consistent with the scope of the agency's program and the needs and priorities within it.

The viewpoint is sometimes expressed that meaningful follow-up is a "luxury." When time and money are in short supply, quite often this area, which is not built into the agency's cost formula, gets short shrift. It is important to think the question through in a cost-benefit manner. The effort can be justified only if the data generated leads to new insights that yield cogent and helpful recommendations that are implemented. If the results go unused or prove embarrassing and are "swept under the rug," the effort is wasted. A point to be pondered is that, if follow-up studies are important enough to be mandated, then their results should be important enough to use.

1.4 **Consider a wide range of purposes** to identify those that have meaning for your agency, in categories such as:

- Reportorial (accountability)
- Planning
- Program evaluation and improvement
- Labor market information
- Follow-through

All prime sponsors surveyed gather information potentially helpful for reportorial, planning, and follow-through purposes. Approximately one-fifth of the respondents gather program improvement information. None indicated gathering labor market information.

1.5 **Consider detailed aspects of each category of purposes.** Use the information provided on the next pages to supplement your own ideas and resources.

1.6 **Once the purposes have been decided, write them as goals. Then write objectives related to each goal to specify the desired outcomes.** Be sure to include a list of specific information needs, who needs that information, and when they need it. Try to write the objectives as clear and concise statements. State them in measurable performance terms whenever possible. These will be the basis of the design of follow-up strategies, so it is important that they reflect the needs as precisely as possible.

Purposes of Follow-Up Activities

1. **Reportorial (accountability):** This type of follow-up provides evidence that current services rendered to participants are yielding results in relation to the established objectives and the money expended (i.e., effectiveness, efficiency, and relevancy). It allows agencies:

   a. To comply with Department of Labor legislative specifications for reporting
   b. To provide support for the program in response to pressures to divert the resources elsewhere; to compete for resource allocations
   c. To advocate that additional funding would be justified or that existing funding should be allocated in different ways
   d. To provide evidence that the program meets community, state, and federal needs
   e. For programs with program-operator incentives for quality placements and job retention, to verify placements and evaluate their quality

2. **Planning:** This type of follow-up contributes to administrators' ability to plan meaningfully on the basis of information. It allows agencies:

   a. To contribute to decisions about expanding, deleting, or revising existing programs
   b. To find out how cost-effective program operations are in terms of participant time, instructional time, materials and equipment, and use of facilities
   c. To determine the number and kinds of employment of former participants and their geographic and occupational mobility
   d. To provide both internal and external justification for decisions

3. **Program evaluation and improvement:** This type of follow-up identifies strengths and weaknesses in the program and solicits suggestions for improvement. It allows agencies:

   a. To evaluate the overall effectiveness of services by measuring participants' ability to perform satisfactorily on the job
   b. To obtain feedback about the program from participants after they have been in the work world
   c. To record participants' observations about strengths and weaknesses of specific components of CETA services from their vantage point in the work world
   d. To determine program relevance. Are the knowledge and skills learned in the program actually used on the job, important on the job, and consistent with job practices?
   e. To identify needed improvements in training
   f. To obtain employer input for use in setting program priorities and giving direction for improvement
   g. To compare program standards with occupational standards
   h. To provide direction and emphasis for guidance and counseling

4. **Labor market information:** This type of follow-up supplements other sources of labor market information to be used in planning and program improvement. It allows agencies:

   a. To obtain employer input for use in giving participants a better understanding of the work world in general and job requirements in particular
   b. To improve relations between the agency and private sector, business, industry, and labor; to inform and involve business, industry, and labor

c. To maintain and supplement information files on employers regarding level and types of employment; hiring, support, and retention practices; and overall needs and expectations

d. To learn how new technology is affecting the job market so as to adapt realistically

e. To identify occupational trends

f. To determine opportunities for job advancement

g. To provide data to be used in calculating the supply of trained workers by job category

5. Follow-through: This type of follow-up enhances job retention and career progression.* It allows agencies:

a. To determine how satisfied employers are with the work of former participants

b. To find out how satisfied former participants are in their jobs

c. To determine how the agency could be of further assistance to former participants in terms of counseling, placement, or referral; specifically if a person is
   - not employed and needs job-search assistance
   - employed but having problems on the job; needs job adjustment counseling or referral to a source of additional skill training
   - employed but struggling with personal problems such as transportation, child care, legal obstacles
   - employed but encountering problems based on sex, race, ethnic background, or handicap

d. To find out if former participants are maintaining self-assessment through an extension of their Employability Development Plans and to encourage them to do so

e. To identify needs for services not currently provided by the agency or available through referral

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* See the second section of the guidebook for a detailed discussion of follow-through.

FOLLOW-UP ACTION PLANNING WORKSHEET 1

1.1 In our agency, the decision makers and information users who might have a need for information obtained through follow-up activities are:

1.2 (a) Members of our planning committee are:

(b) Their roles are:

1.3 Our agency's justification for expending effort on follow-up is:

1.4 The purposes we should consider are:

1.5 The detailed aspects to be considered for each of these purposes include:

1.6 Our follow-up goals and related objectives are:

Follow-Up Task 2:
DESIGN A FOLLOW-UP STRATEGY TO CORRESPOND WITH THE PURPOSES IDENTIFIED

2.1 **Develop a strategy that includes,** for the goals and objectives listed in Task 1, **the methods chosen to attain the objectives, delineation of the group to be studied, a schedule, responsibilities assigned, resources to be applied, and plans for reporting and using the information.**

2.2 **Consider the advantages and disadvantages of various follow-up methods** in light of the objectives; the cost, time, and personnel involved; the response rate; and credibility of the data. (Use the information on pages 15 and 16 for assistance as needed.) The methods usually considered are personal interview, phone interview, or mailed questionnaire. Of these, the great majority of the prime sponsor respondents had chosen some type of interview as preferable.

2.3 **For employment and training agencies it is important to obtain some information on every former participant. However, identify a sample of the total population for portions of the study where possible** within the objectives in order to save time and money. Consider the kind and amount of data needed. (Consult statistical references for information on valid sample selection.)

2.4 **Determine if information is desired from employers** as well as former participants.

2.5 **Determine the time period(s) after participants leave the agency program when they will be contacted.** Federal guidelines specify that follow-up contacts should be made with some regularity, but there is considerable variation among prime sponsors in the time periods used. It is important to review changes in legislation to ensure compliance with specified requirements.

The thirty-, sixty-, and ninety-day three-phase follow-up was most commonly used in the agencies surveyed, but only 30 percent followed this cycle. The number of contacts ranged from one to five, and the time periods varied from five days to one year after program termination.

Important factors in this decision are, of course, the objectives and the resources. For instance, if one of the objectives is to identify needs for support services in the early period of employment, a thirty-day contact might be indicated. If information about the agency program is desired, participants should have been away from it long enough to have gained some perspective about it. Job retention information would have to be obtained at a later time. However, some follow-up contact should be made early enough after termination to assure a high probability of locating the participant.

2.6 **Analyze the resources available,** such as trained personnel, funding, physical facilities, and equipment. Estimate program costs for each of these factors.

Access to data processing equipment is especially helpful, and usually becomes cost-effective when large amounts of data are to be processed. Investigate this possibility carefully. Although the prime sponsors surveyed were not asked about computer use, 20 percent indicated that they do use a computer for follow-up activities.

2.7 **Assign responsibilities and time lines** to correspond with the strategies chosen and with the plans for reporting and using the information.

2.8 **Maintain an awareness that the ultimate usefulness of the follow-up effort depends on the validity and credibility of the strategies employed,** as well as the care with which they are implemented.

Follow-Up Methods

1. **Interview:** Interviewing is collecting data by talking with people, either in person or by telephone.

   a. *Advantages*

      (1) Questions requiring in-depth answers can be asked.
      (2) Probing questions can be asked to clarify answers; this ensures that respondents understand the questions.
      (3) Questions on complex and sensitive topics can be asked.
      (4) The initiative for completing the contact remains with the follow-up staff; this ensures a higher response rate than other methods.
      (5) Unforeseen circumstances can be dealt with.
      (6) Reading and writing are not required of respondents.
      (7) Public relations can be enhanced effectively because of the personal nature of the interview.
      (8) The environment can be structured somewhat.

   b. *Disadvantages*

      (1) For personal interviews, the cost of transportation is significant, especially if participants are widely scattered and not easily accessible.
      (2) Personnel time costs are high; the process is time-consuming.
      (3) Trained interviewers are necessary. Interviewer bias may be introduced.

      Note: The first and second disadvantages can be reduced through the compromise of a telephone interview.

2. **Mail questionnaire:** A mail questionnaire involves sending a list of questions to people and asking them to self-report and return the questionnaire by mail.

   a. *Advantages*

      (1) The cost is relatively low since responses are obtained without the presence of an interviewer.
      (2) Large numbers of respondents can be reached quickly.
      (3) Respondents can answer at their own pace.
      (4) Geographically dispersed respondents can be reached easily.
      (5) All respondents receive exactly the same questions, posed in the same way.
      (6) Portions of the response may be made anonymous if desired.

   b. *Disadvantages*

      (1) The rate of return may be quite low. Estimates of the rate of return vary, but seem to average about 40 to 50 percent. Reminder postcards or telephone calls increase the rate of return.

SOURCES: Material for this list has been adapted from the following:

Stephen J. Franchak and Larry L. Smiley. *Evaluation Handbook: Guidelines and Practices for Measuring Employer Satisfaction with Training and Job Performance of Former Vocational Education Students* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981).

Stephen J. Franchak and Eliseo R. Ponce. *Guidelines and Practices: Measuring the Training Satisfaction and Job Satisfaction of Former Vocational Students* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981).

(2) The method is relatively impersonal.
(3) Checking of reliability and validity of responses is limited. There is no opportunity to probe answers.
(4) The types and length of questions that can be asked are limited because of chances for misinterpretation of the question or response.
(5) The method requires reading and writing.
(6) Uncertainty is introduced as to who completed the form.
(7) Because the questionnaire may be read entirely before response, questions asked later on the form may influence the answers to earlier questions.

Note that some combination of methods is also a possibility. For further discussion, the reader is directed to *Mail and Telephone Surveys* by D. A. Dillman (New York: John Wiley, 1978).

FOLLOW-UP ACTION PLANNING WORKSHEET 2

2.1 The overall strategy that seems most appropriate for our agency is:

2.2 The follow-up methods most suitable for our use are:

2.3 (a) We need to contact all former participants for information in these areas:

(b) We could consider a sample for information in these areas:

2.4 For our purposes, information from employers (would / would not) be useful.

2.5 The following time periods for contact will correspond with our objectives and resource allocations:

2.6 The resources we can apply to the follow-up effort and the related cost estimates are:

2.7 We should assign responsibilities and time lines in the following way:

2.8 Steps we can take to assure validity and credibility in our follow-up activities are:

Follow-Up Task 3:

DECIDE ON PROCEDURES TO CARRY OUT THE STRATEGY

3.1 **Consider how the procedures for implementing the follow-up strategy can be structured so as to gain the maximum effectiveness.** For example, if personal interviews are to be conducted, what procedure would be followed for:

- Making contact with the employer or participant (telephone for an appointment? letter followed by a phone call?)
- Selecting a desirable location for the interview
- Grouping contacts in order to minimize time and transportation costs
- Maximizing uniformity
- Eliminating interviewer bias

If telephone interviews are selected, what procedure will allow for:

- Timing calls to make the greatest number of contacts in the least time
- Arranging a time when it is convenient for the respondent to answer questions freely
- Encouraging acceptance of the call by the respondent

If questionnaires are to be mailed, can procedures be included for:

- Prepaying postage for the response
- Reducing the impersonality by a cover letter or other means
- Assuring that the questionnaires will be noticed

For any method of follow-up, what procedure would be best for:

- Pursuing no-contacts or nonrespondents
- Simplifying the rest of the process, such as coding responses into categories
- Coordinating the follow-up office process

3.2 **Be cognizant of the various rules and regulations protecting individual's rights,** since these set legal boundaries for the work.

3.3 **Employ some pretermination procedure to inform participants** of the follow-up contacts they can expect and to encourage their participation. Participants should be told the purposes of the follow-up program and the potential benefits for themselves and others. It should be emphasized that their response is important.

Some advance familiarity with the type of questionnaire they will receive or the kind of interview questions they will be asked is helpful. These measures can help to allay possible fears and mistrust later on and build a positive follow-up relationship from the start.

3.4 **Select and train staff who will implement the procedures.** Account for the responsibilities throughout the entire process: development of aids for data collection, data collection itself, data analysis, and communication of the resulting information. **Develop a detailed analysis of the tasks to be performed** to use as a guide in selecting and training staff.

Staff training can be made available through consultants, inservice workshops, or other more informal means. In all cases, the training should be as task-specific as possible, and trainees should be given a thorough grounding in the objectives underlying the follow-up. For example, staff who will be interviewing former participants should have an orientation to their background and previous experiences, and the need for empathy should be stressed. (See Task 5, Guideline 3 for further discussion of this point.)

3.5 **Determine how the mechanics of the procedures will be handled** (for instance, how to obtain, file, and access names, addresses, and phone numbers of those to be surveyed and how to duplicate instruments).

3.6 **Integrate these procedures with the time lines** already established to detail a schedule for the follow-up activities.

FOLLOW-UP ACTION PLANNING WORKSHEET 3

3.1 We can structure our follow-up procedures to gain maximum effectiveness by:

3.2 Individual rights, rules, and regulations that affect our work are:

3.3 We can employ this pretermination procedure to inform participants about follow-up:

3.4 (a) The following staff members will implement the procedures:

(b) Their tasks will be as follows:

(c) Training will be provided by:

3.5 We will handle these process items in the following way:

3.6 The procedures decided upon will fit into our time lines in this way:

Follow-Up Task 4:
DEVELOP AIDS FOR DATA COLLECTION

4.1 **Compare the options for designing or adapting data collection instruments** on the basis of objectives, data collection methods, time, and cost. Instruments are necessary whether mail or interview methods are to be used, so as to standardize the data collection and assure that objectives are met. Virtually all the prime sponsors surveyed use instruments specific to their own operation. These, of course, correspond with a need to reflect locally-determined objectives for the follow-up.

4.2 However, it is often helpful to see what others in a similar situation have done. **Review other instruments used in the field; initiate and maintain contacts with other similar agencies for the purpose of sharing information.** Appendix A contains a sample of one of the most comprehensive follow-up questionnaires for review.

4.3 In developing or adapting instruments for data collection, **adhere closely to the objectives identified** so that each question serves at least one of the purposes. Also **adhere to accepted practices of instrument development.** Material helpful on these points is presented in Appendix B.

All employment and training agencies need to include questions about placement and questions of a demographic nature. Of the agencies surveyed, 39 percent also asked about supportive services, and 32 percent sought program feedback. Consider these areas as well as others that correspond with the objectives identified.

4.4 **Determine the optimum length of the questionnaire by balancing considerations of information needs against ease of administration and response.** As a general rule, a questionnaire to be used in an interview can be longer than a mailed questionnaire without the respondent finding it difficult.

Those responding to the prime sponsor survey use questionnaires that range from one to three pages and 5 to 80 items, with three exceptions of far more comprehensive questionnaires having twenty-two to twenty-seven pages and 107 to 140 items. Sixty-three percent of the questionnaires are of one page. (As noted previously, almost all of the questionnaires reported were designed for administration by interview.) The average number of items per questionnaire is 63.

4.5 **Select the type of question structure best suited for the kind of information being elicited.** The basic types of question structure can be classified as open-ended, closed-ended (check-off or short answer), or partially closed-ended (allowing for an "other" response). These are described and analyzed in detail in material presented in Appendix B.

Almost all prime sponsor forms reviewed have mostly closed-ended questions. Forty-six percent also utilize a comment space, and 14 percent also utilize some open-ended questions.

4.6 **Word questions to maximize clarity and to be specific, concise, and objective.** Care in word choice can avoid a number of problems. Specific guidance in wording questions is given in Appendix B.

4.7 **Arrange items on the instruments for ease of response.** For example, group questions with similar types of responses together (i.e., open-ended, closed-ended). Start with a series of questions likely to establish rapport with the respondent, and sequence the remaining questions logically.

4.8 **Pay attention to format and appearance in designing instruments.** For example, quality paper (preferably colored or with colored ink) should be used if possible, and the typing and design should be attractive. Sufficient space to answer each question should be provided. Review the other considerations noted in Appendix B.

4.9 As you design or adapt instruments, **remember the needs of people who will finally use the results of the follow-up** and include content that will be helpful and important to them. Inclusion of anecdotes or quotations from respondents may help in interpretation. If suggestions are sought, ask for the underlying reasons as well. When asking for assessments about the program, distinguish between the overall program and specific components of it. And within a component, say occupational skill training, be specific about the training course.

4.10 **When requesting judgments or opinions about "satisfaction" with training or a job, be aware that responses will be influenced by the person's values, needs, expectations, and objectives.** This type of data, imprecise as it is, should not be used as a means of measuring program effectiveness or quality, but should be used to point the way for follow-through or public relations purposes. (For further discussion of this guideline, see Stephen J. Franchak and Eliseo R. Ponce, *Guidelines and Practices: Measuring the Training Satisfaction and Job Satisfaction of Former Vocational Students* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981).)

4.11 **When constructing questions, look ahead to how the possible responses may be used.** For a questionnaire administered by interview, indicate when a response should be clarified or probed. Decide which of the possible responses should be put into the categories identified. Sometimes this foresight will lead to restructuring of questions in order to avoid problems later. Specificity can avoid confusion that might reduce the accuracy of the data.

One of the prime sponsors surveyed sent copies of the manuals prepared by the Massachusetts Department of Manpower Development, Division of Policy and Evaluation, and used to instruct staff in detail on the use of each follow-up instrument of their comprehensive set. Such careful structuring should yield dividends in the resulting data.

4.12 **If employers are to be contacted, use the opportunity to make public relations strides on behalf of the program and to elicit as much labor market information as possible.** However, do not ask for information that can be obtained another way. Here are some topics and questions to be considered:

- Information about the respondent: title, business address
- Information about the business: type and function, location
- Information about employees: number, percentage by sex, age, minorities, etc.
- Expectations of employees: training, educational and other requirements, weaknesses and strengths encountered
- Perceptions about the program: performance of former participants on the job, preparedness in specific areas, recommendations for improvement
- Potential cooperation: placements, on-the-job training, advisory committees

4.13 **If follow-through objectives have been identified, ask questions designed to elicit needs for assistance and to encourage continued self-assessment and career progression.**

4.14 **Obtain input on the instruments** from the planning committee and other staff who will be using the results.

4.15 **Prepare a master file of names, addresses, and phone numbers for contact.** If computerized data storage is available, enter this information.

4.16 **Pilot-test the follow-up instruments (and procedures) with a sample of respondents.** This step may pinpoint problems that can be corrected early and increase the probability of gathering meaningful and useful information. Check for the following items:

- Clarity; how well questions are understood
- Wording; presence of a bias
- Form, layout, and length; ease of response
- Usefulness of responses
- Predictability of contact with those to be questioned
- Percentages of returns
- Cost

FOLLOW-UP ACTION PLANNING WORKSHEET 4

4.1 (a) Our agency should consider the following advantages and disadvantages for designing our own data collection instruments:

(b) We should consider these advantages and disadvantages for adapting instruments:

4.2 Other agencies we should contact to share information are:

4.3 Key points for us to remember in our instrument development or adaptation are:

4.4 (a) Our follow-up questionnaire will require the following approximate numbers of items in the identified areas for questioning:

(b) The number of items indicated above dictates the following in terms of administration and response:

4.5 For the kinds of information our agency needs, these types of questions should be utilized:

4.6 Principles we should use in wording questions include:

4.7 Our questionnaire items should be grouped in the following way:

4.8 The format and appearance of our questionnaire should be as follows:

4.9 The people who will use the follow-up information would find this type of response helpful:

4.10 (a) We (do / do not) have a need to gather opinion or judgment data.

(b) If we gather this data, we would use it in the following way:

4.11 We have the following plans for categorizing and handling possible responses:

4.12 We are interested in gathering the following information from employers:

4.13 We are interested in gathering the following follow-through information:

4.14 We can obtain input on the instruments from:

4.15 Our master file for contacts will be prepared in the following way:

4.16 We (will / will not) need to pilot-test our instruments to check for:

Follow-Up Task 5:
COLLECT DATA

5.1 **Establish a detailed schedule** for the follow-up contacts and associated agency procedures. A sample schedule for a mail questionnaire is given on the next page.

5.2 For mail questionnaires, **prepare the cover letter of explanation**, unless this is incorporated in the questionnaire itself. Include a deadline or desired return date, and an assurance that the response will be confidential. A sample cover letter can be found on page 39.

5.3 **Conduct interview data collection according to established techniques** for obtaining the information effectively. Detailed material on this subject is contained in Appendix C.

5.4 **Implement contingency plans for no-contacts or nonrespondents.** Considerable bias of the data can occur if these are not pursued and included.

5.5 **Monitor the data collection** to ensure that it is proceeding smoothly.

Schedule for a Mail Questionnaire

1. First mailing – alert cards or letters
2. Second mailing – cover letters and questionnaires sent end of first week
3. First response analysis:
   a. Begin running count of returned and completed questionnaires.
   b. Attempt to find correct addresses for instruments returned because of incorrect address.
   c. Compile address list for third mailing of nonrespondents and corrected addresses.
4. End of third week – third mailing
   a. Reminder cards for nonrespondents
   b. Questionnaires to corrected addresses – instruments returned with "address unknown"
   c. Prepare list for fourth mailing.
5. End of fourth week – fourth mailing
   a. Reminder letter and second copy of questionnaire to nonrespondents
   b. Continue response analysis
6. End of fifth week – fifth and final mailing
   a. Send reminder card with cutoff date to nonrespondents
   b. Prepare telephone survey list of nonrespondents
7. Conduct telephone survey of nonrespondents.

SOURCE: Adapted from Stephen J. Franchak and Janet Spirer, *Guidelines and Practices for Follow-Up Studies of Former Vocational Education Students* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978), p. 28.

Sample Cover Letter

Dear (Former CETA Participant):

The Central Employment and Training Agency needs your help in gathering information to improve its program and to extend assistance to you and other participants. This is the first of three questionnaires you will receive over the next year. Please fill out the form and return it before June 30 in the preaddressed, postage-paid envelope.

Your response will be confidential and will take only a few moments of your time. If you have any questions about the form, feel free to contact George Smith, 876-2984, in Centralia.

Thank you,

Jerry T. Jones
Director

FOLLOW-UP ACTION PLANNING WORKSHEET 5

5.1 Our follow-up contacts will be made according to this schedule:

5.2 We (will / will not) need a cover letter to include:

5.3 The interview techniques we should agree to use are:

5.4 Our contingency plans for no-contacts or nonrespondents are:

5.5 We will monitor the data collection in this way:

Follow-Up Task 6:
ANALYZE DATA

6.1 **Determine whether to use an automated, manual, or combination method of analysis.** The rule of thumb is that manual data tabulation is cost-effective for up to 100 average questionnaires. Above 100, the computer becomes more efficient.

6.2 **Define the statistical techniques necessary to analyze the data.** The object is to summarize the data for easy understanding and communication. Descriptive statistical tools are of great use in summarizing the data systematically. A summary of some of these is provided in Appendix D.

6.3 **Post the responses as they are received,** either on the computer or on tally sheets.

FOLLOW-UP ACTION PLANNING WORKSHEET 6

6.1 We plan to analyze a number of questionnaires that would indicate considering a(n) _____ method of analysis. Other factors:

6.2 The statistical techniques we will use are:

6.3 Our procedure for posting responses is:

Follow-Up Task 7:

COMMUNICATE INFORMATION FOR USE ACCORDING TO IDENTIFIED PURPOSES

7.1 Refer to the list of goals and objectives identified in Task 1 and **use the list of who needs specific kinds of information as a guide for reporting follow-up results.** Report to each user the information for use, providing enough of the general background to give the context.

7.2 **Prepare several versions of the report** according to the information and the level of detail needed (and understood) by the user. Franchak and Spirer (1978) list four types of follow-up reports commonly needed:

- highlight report
- executive summary
- detailed report
- federal report

The highlight report may be of use externally as a public relations tool, as well as internally.

7.3 **Use information display methods to present data in a clear, efficient, and interesting manner.** An overview of graphic presentations can be found in Appendix E.

7.4 **Consider what will be appropriate reading time for each user.** In a study of reports desired by educational decision makers, Brickell, Aslanian, and Ransom (1974) say that management personnel were more likely to request short reports (one page, three minutes reading time), while program and project specialists were more likely to ask for medium (ten pages, fifteen minutes reading time) to long (one hundred pages, sixty minutes) reports.

7.5 **Provide opportunities for discussion of the report's findings.**

7.6 **Ask for feedback on the usefulness of the information provided** and make adjustments to improve the follow-up process.

FOLLOW-UP ACTION PLANNING WORKSHEET 7

7.1 According to our list of goals and objectives, these people need the kinds of information specified:

7.2 We will need to prepare the following versions of the follow-up report:

7.3 The information display methods that would be of use to us in reporting are:

7.4 The length of report we estimate to be appropriate for each of our users is:

7.5 The areas in which we should be especially cautious in reporting are:

7.6 Our plans to ensure an attractive report include:

7.7 Our plans for discussing the report's findings are:

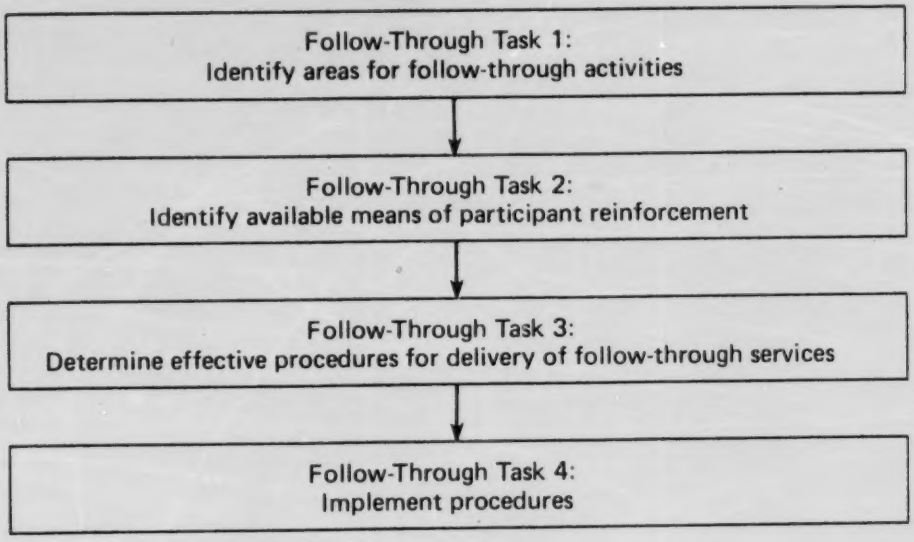
7.8 We will obtain feedback on the follow-up process by:

Summary

An effective follow-up process begins with careful identification of the purposes of the follow-up activities for the agency. A strategy is then designed to correspond with the purposes identified, and procedures are identified to carry out the strategy. Since a follow-up process involves gaining information from data, the next tasks are to develop aids for data collection, collect the data, and analyze the data. Finally, the resulting information is communicated for use according to the identified purposes. The follow-up system must be evaluated with respect to its effectiveness in achieving the purposes.

An Overview of Essential Tasks for Follow-Through

The following set of four essential tasks has been developed for implementing a follow-through component for an employment and training agency:*


Follow-Through Task 1:
Identify areas for follow-through activities
Follow-Through Task 2:
Identify available means of participant reinforcement
Follow-Through Task 3:
Determine effective procedures for delivery of follow-through services
Follow-Through Task 4:
Implement procedures

* Many of the ideas in this section were taken from Robert E. Campbell, Claire Ho, Catherine C. King-Fitch, and Kenneth L. Shellburg, *Follow-Through Services: A Missing Link to Employment for the Disadvantaged* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981).

ACTION PLANNING GUIDELINES

Follow-Through Task 1:
IDENTIFY AREAS FOR FOLLOW-THROUGH ACTIVITIES

1.1 **Define goals and related objectives** to clarify the aims of the follow-through program. Consider the statements reprinted from Campbell et al. on the next page as an aid in making decisions about goals and objectives relevant to your agency.

1.2 **Conduct a participant needs assessment** using opportunities provided by regular job placement and follow-up contacts. The following opportunities are advantageous:

- The termination interview presents a chance to anticipate (and perhaps avert) possible participant problems; reduces the risk of losing contact with the participant; and acquaints the participant with available follow-through services.
- Thirty-day follow-up provides an opportunity to identify problems that have surfaced in the all-important first month on the job, when the most adjustment is required; if a job has not been obtained or retained, it identifies the need for support before the situation has become excessively negative.
- Later follow-up contacts assure the participant that the agency is offering support on a continuing basis, and tend to elicit problems of a different nature than those encountered immediately.

1.3 Instead of simply using the information usually collected during the follow-up process, **structure the instruments used to reflect the objectives of the needs assessment.** (See Follow-Up Guideline 4.13.)

1.4 **Expect needs or problems related to the following areas:**

- job adjustment
- job satisfaction
- occupational skills
- job search
- personal life
- career progression
- personal image

A detailed breakdown of job adjustment aspects that have provided difficulties for former participants is provided on page 58.

Functions of Follow-Through Services

Continued job placement assistance can help jobless participants. Program terminees who do not find employment or who do become employed and then quit or lose their jobs can benefit from follow-through placement assistance. The service can be useful in helping participants identify job opportunities and instructing them on job-seeking skills that would increase their potential for stable employment.

Follow-through services can help participants obtain further education and training for career development. Some participants who complete training and obtain employment want to advance in their careers, either within their current jobs or through other job opportunities. Frequently, further education or training provides the means for career progression. A follow-through service program can help participants identify education and training opportunities that will help them achieve their career goals.

Follow-through services can help participants strengthen their self-esteem. By helping participants to obtain, adjust to, and retain employment and thus to become established in the labor market, follow-through services can contribute to the development and strengthening of participants' self-esteem. This stronger sense of self-worth may lead to their becoming even more stable, productive, and satisfied members of the work force.

Follow-through services can aid in reversing participants' long-term problems. Often the characteristics that impede a participant's ability to obtain and retain employment cannot be reversed in the short time period during which training takes place. Longer-term intervention than is provided in employment and training programs may be needed to help resolve such problems. Follow-through services have the potential for helping participants over an extended period of time to improve their long-term employability and career progression.

Follow-through services can help to protect the training investment. Employment and training programs are expensive. Although there are no official figures, local programs unofficially estimate that annual costs per participant range from $500 to $10,000, depending on the size and kind of program, length of participation by the client, the services provided, and so on. This investment in training is lost when program completers fail to secure and retain employment. Follow-through services are expected to increase the probability of job acquisition, retention, and progression, and, in turn, to protect the monies that have been invested in training.

Follow-through services can help to reduce program repeaters. CETA program operators have found that many clients complete training only to reenter the programs and receive more training. Some clients do this repeatedly (the term "CETA junkie" has been used to describe these "recycling" participants). Many reasons have been advanced to explain this phenomenon: fear of trying to survive in a competitive work environment, poor attitudes toward work, inability to find employment, inability to cope with job stress, and the program's failure to ensure participants' success in the work world. Undoubtedly the reasons differ from one person to another and many or all may apply to a given individual. Many problems such as these can be averted or resolved by providing timely postprogram assistance. Follow-through services, such as job search assistance, work orientation, job adjustment counseling, and similar services, can help to provide the transition from training to stable employment rather than to repeated training.

SOURCE: Campbell et al., pp. 13-15.

Follow-through services can provide valuable feedback for program improvement. Staff members who provide follow-through services are in a unique position to observe the outcomes of employment and training programs and related services. Their direct interaction with clients and employers in the labor market provides a view of how successfully the training mission is being accomplished. By observing the degree to which clients—and, in turn, programs—have met their goals, follow-through service staff can provide evaluative feedback to the various program components. Such information can be used in the analysis and improvement of services, not only those within the training programs but those in the follow-through program as well.

Follow-through services can improve the image and credibility of CETA programs. When employers, former and current participants, and members of the community observe that programs are concerned with the posttraining needs of participants, then the image of those programs may be enhanced. Follow-through services demonstrate a commitment to helping clients become established, productive, and satisfied members of the work force. This kind of commitment supports and strengthens the image of employment and training programs as contributing to the wellbeing of the workers, the employers, and the community at large.

Follow-through services can help to produce societal benefits. To the extent that follow-through services help clients become established and stabilized in the labor market, society gains in a number of ways. Psychologically, society gains through the knowledge that the clients have become taxpayers, not tax users, and that they are contributing to the nation's productivity, not draining it of its resources. Economically, society benefits from the reduction of transfer payments and the increase in collected taxes, consumer spending, and national output.

Job Adjustment Needs

Personal Work Habits

- **Work time:** punctuality; policies regarding lateness, absence, time off, leave; recording work time; staying on the job
- **Qualitative standards:** accuracy, carefulness, neatness, artistry
- **Quantitative standards:** output, pace, meeting deadlines
- **Responsibility:** diligence, following through, initiative, volunteering, mature deportment
- **Attitudes and values:** willingness, flexibility, showing interest and desire to learn, integrity, honesty, loyalty
- **Time management:** setting goals and objectives, prioritizing work, using time well, completing work on time

Interpersonal Relations

- **Relationships with supervisors:** expectations vs. reality, communication, asking questions to get answers, accepting supervision, following instructions, accepting criticism
- **Relationships with coworkers:** getting along, fitting in, teamwork, understanding interrelationships, positive attitudes, helping others, coworkers as a source of help and support
- **Dealing with problems and tensions on the job**
- **Dealing with prejudice**

Organizational Adaptability

- **Official policies and rules:** knowing company policies, rules, procedures
- **Unofficial rules:** learning the unwritten rules, protocol, "party line," sources of "inside information"
- **Union and employee organizations:** rules, policies, relationship with the work place
- **Advancement:** criteria for raises and promotions, informal networks; importance of outward image, flexibility, dealing with change, attitude

Job Satisfaction

- **Need for affective rewards:** recognition, approval, sense of contribution and responsibility, advancement, affiliation, pride in work
- **Tolerance:** for routine work, pressures of schedule, place in the "pecking order"; "rolling with the punches"
- **Personal factors** and their impact on feelings about work and job: family background, self-image, self-confidence, attitudes, values
- **Outside problems** and their impact on the job: family, personal, situational, health, legal, childcare, financial
- **Money management and budgeting**

Problem Solving

- **Importance of early detection of problems**
- **Identifying causes and symptoms**
- **Problem-solving steps**

SOURCE: Campbell et al., pp. 38-39.

FOLLOW-THROUGH ACTION PLANNING WORKSHEET 1

1.1 Our follow-through goals and objectives are:

1.2 Our plans for participant needs assessment are:

1.3 We can reflect the objectives of the needs assessment in our instruments by:

1.4 The needs we know we will need to deal with are:

Follow-Through Task 2:
IDENTIFY AVAILABLE MEANS OF PARTICIPANT REINFORCEMENT

2.1 **Use the results of the needs assessment to direct a search for and development of means of follow-through support.** Try to find a way, or a combination of ways, to meet each need identified.

2.2 **Investigate the relevant rules and regulations** providing the framework within which reinforcement can be provided. In general, the types of follow-through services that can be offered by employment and training agencies include counseling and referral.

2.3 In considering the use of counseling as a means of follow-through reinforcement, **distinguish between group counseling and individual counseling in terms of potential effectiveness and cost.** Consider when each might be used to advantage.

Group counseling techniques:

- Are less costly because several participants are served simultaneously
- Can reap the benefits of peer interaction, as participants can learn from each others' experiences and are often more receptive to suggestions from peers than from others
- Can contribute to ongoing assessment as individual problems surface in the group process

Individual counseling:

- Can be specifically tailored to the participant's needs
- Can be provided at the proper time to be relevant and perhaps avert crises

2.4 In considering the use of referral as a means of follow-through reinforcement, **provide for identification of specific services available to former participants** both within and outside the employment and training agency. One useful outgrowth of such an identification process is the development of a support services referral handbook.

Referrals can be made "in-house" for assistance in job search, job adjustment, career planning, and even occupational skill training to the extent that these are considered of a nonprogram service nature. The prime sponsor needs to determine, for instance, if a former participant could sit in on a group discussion taking place in the work maturity skills classes as a means of reinforcing some job retention ideas; or if the participant could gain access to individualized curriculum materials to brush up on an occupational skill not adequately learned in the service period and proving difficult on the job; or if the participant could make use of materials about employment opportunities as they are received in the placement office. Many possibilities of this type could be provided without significant cost or effort, once identified.

Referral of the former participant to outside sources of assistance offers tremendous potential if a comprehensive job is done of identifying and categorizing those sources. Institutions and agencies exist that can provide:

- Career planning
- Occupational skill training
- Help with personal problems
- Job search techniques

More detail on these sources is contained in the materials for Task 4.

2.5 **Plan to make continued use of the self-assessment techniques** participants learn in the course of the agency programs. Counselors and participants work with an employability development plan on an ongoing basis throughout the service delivery period. During this period, emphasis on establishing self-assessment patterns to use after termination can yield important follow-through benefits. Participants should realize that the same techniques of establishing objectives, measuring progress toward those objectives, and reviewing options are life skills.

Where competency-based curricula are the mode of service delivery, evaluation checklists and appraisal forms are used frequently. Some of these can be used as continuing self-check aids later on. For example, checklists from a work maturity skills program are most applicable as a systematized method of reinforcing appropriate work behavior. Thus a retention attitude is built on the foundation of a concept of "success" as involving retention of employment and growth toward career goals.

2.6 **Utilize employer contact as an indirect means of participant reinforcement.** Employers have indicated that they have a major problem in retaining disadvantaged workers. They need to know more about the supports needed to maintain new, and especially disadvantaged, employees in jobs. All programs involving employer contact should be explicit about how employers can assist in promoting job retention for their own as well as the employee's benefit.

Employer feedback on job performance and potential problems can be obtained during follow-up contacts. Also, information about expectations can be gleaned for use in counseling situations. Another advantageous technique is to facilitate the establishment of a regular review between employer and employee of the employee's extended and detailed employability development plan. This technique removes the agency from the triangle once the relationship is established and fosters a "let's work on this together" attitude that can be quite fruitful.

2.7 **Determine the level of funding available for the follow-through effort in the context of overall program goals and level of commitment to the idea of follow-through.** In the study of sixty-five prime sponsors conducted for the Campbell et al. work cited, it was discovered that an overwhelming majority of the personnel in the programs had favorable attitudes toward follow-through (even if they weren't doing it) because of the benefits they felt would be derived by the clients, by the staff, and by the programs themselves. The cost in dollars, time, and effort of the significant number of participants who complete employment and training programs and then fail to secure and retain jobs is an important factor.

Each prime sponsor must weigh carefully the potential benefits of follow-through services against the barriers of no designated funding, absence of central administrative encouragement, and program rewards derived from immediate placement on termination rather than from job stability. While some follow-through activities can be initiated through existing mechanisms at virtually no cost and others can be added in an extremely cost-effective manner, a significant expansion of follow-through services does demand a commitment of time and, therefore, money. An often-cited barrier to the provision of follow-through services is insufficient staff to handle the increased demand.

FOLLOW-THROUGH ACTION PLANNING WORKSHEET 2

2.1 We will meet the following needs in these ways:

2.2 The rules and regulations relevant to our follow-through activities are:

2.3 (a) We will use group counseling under these circumstances:

(b) We will use individual counseling under these circumstances:

2.4 We will identify the following types of referral sources:

2.5 The self-assessment techniques we can extend are:

2.6 We can work with employers on follow-through by:

2.7 We will commit these resources to the follow-through program:

Follow-Through Task 3:

DETERMINE EFFECTIVE PROCEDURES FOR DELIVERY OF FOLLOW-THROUGH SERVICES

3.1 **Establish a systematic delivery system for follow-through services.** The Campbell et al. study revealed that even the few prime sponsor agencies providing follow-through services do not have a systematic delivery system, and the services are limited in scope and duration. Essentially, a program component deemed worthy of inclusion at all should be integrated into the program systematically.

3.2 **Select and train staff who will implement the procedures. Use a detailed analysis of the tasks to be performed** as a guide in selecting and training staff. (Such an analysis was developed for the model in the Campbell et al. work and is provided in Appendix F.) It is expected that some of the staff functions will correspond to those already underway for purposes other than follow-through.

3.3 **Institute procedures that will contribute to follow-through being an integral part of the overall program with the focus toward job stability rather than simply job placement.** Wherever possible in the other program components, include follow-through concepts and techniques as part of the ongoing curriculum. The curriculum outline for a work maturity skills program is included in Appendix G as an example.

3.4 **Build upon the current CETA philosophy and regulations,** such as those that call for conducting individual assessment, developing and implementing an employability development plan for each participant, providing training and placement services, providing appropriate support services to help participants complete training and retain employment, and conducting follow-up studies of former participants (Campbell et al., 1981).

3.5 **Schedule procedures within the follow-through process to meet needs as promptly as possible and to allow for information obtained to be used in a timely way for other purposes,** such as program improvement.

3.6 **Provide for continuity and consistency of service.** Avoid the adverse effect on participants of shuttling them from one counselor to another. On the other hand, **encourage participants to develop adjustment skills to promote self-sufficiency and independence** rather than a dependency on the support system.

3.7 **Establish the time period within which follow-through services will be made available to participants.** The services are likely to be in greater demand in the immediate posttermination months than later on. Toward the end of the period plans should be made for other assistance if it is needed.

3.8 **Build cooperative relationships with institutions and community organizations** providing services to which you might wish to refer participants. These would include, among others:

- Vocational schools
- Postsecondary schools such as universities, colleges, technical schools
- Social service agencies
- State employment services
- Public assistance departments

- Vocational rehabilitation
- Libraries and other resource centers
- Churches

Establish vehicles for information exchange. The ideal would be to establish a council for coordinated information exchange among all groups providing services of this nature.

3.9 **Develop and maintain a file and perhaps a handbook of services to which participants can be referred.** Include the name, address, phone number, a description of the service, procedures to be followed, and background information so participants can be given an idea of what to expect. Also include the names of contact people. Sometimes it is helpful to make the contact directly or to follow up on a participant's contact.

3.10 **Keep careful records of contacts, dates, and types of services rendered** for each former participant. This is important for efficient service and to ensure that contact is maintained. If computerized data storage is an option, those records can be programmed and updated easily along with the rest of the participant's file. Also, this minimizes overlap of file information within different departments of the same agency.

3.11 **Plan to use the records and other solicited feedback to evaluate the follow-through program** for the purpose of improvement.

FOLLOW-THROUGH ACTION PLANNING WORKSHEET 3

3.1 We can establish a systematic delivery system in the following way:

3.2 (a) The following staff members will implement the procedures:

(b) Their tasks will be as follows:

(c) Training will be provided by:

3.3 We can contribute to a focus on job stability by:

3.4 The current CETA components we can build on are:

3.5 We need to consider the following in scheduling:

3.6 We can provide continuity and consistency by:

3.7 The time period for our follow-through services will be:

3.8 The institutions and community organizations with which we should build cooperative relationships are:

3.9 Our information on referral sources will be handled by:

3.10 Our recordkeeping will be handled by:

Follow-Through Task 4:
IMPLEMENT PROCEDURES

4.1 **Implement all procedures with the follow-through goals and objectives as overall guides.** The participants should feel the presence of a personal support system, and the system should prove itself ultimately by increased job stability.

4.2 Implement group counseling through techniques such as:

- Conference or group discussion
- Training groups or sensitivity training
- Role playing
- Gaming
- Simulation
- In-basket technique
- Case studies
- Audiovisuals
- Lecture

Each of these techniques is detailed in Appendix H, page 169.

4.3 Implement individual assistance through:

- Individual counseling
- Dialogue with employer
- Intervention or advocacy
- Programmed or computer-aided instruction
- Modeling
- Exploratory experiences
- Selective placement
- Referral
- Reading lists and printed materials

These options are detailed in Appendix H, page 173.

4.4 Implement career planning assistance by:

- "In-house" group assistance
- Individual assistance
- Referral to community services

See Appendix H, page 175, for more information on these methods.

4.5 Implement referrals to education and training programs by:

- Helping participants identify education and training needs
- Identifying education and training programs
- Linking participants with education and training programs
- Helping participants implement education and training programs

Appendix H, page 177, explains these ideas.

4.6 Implement referrals to support services by:

- Helping participants identify personal problems
- Directing clients to sources of assistance

Appendix H, page 179, gives further details.

4.7 Implement job search assistance. (Related guidelines are contained in *Job Placement in Employment and Training Programs,* Technical Assistance for Occupational Skills Training Project, Office of Youth Programs, Department of Labor, developed by the National Center for Research in Vocational Education, The Ohio State University, 1981.)

4.8 **Recognize that some of the former participants will need assistance in more than one area.** Schedule these as possible to address each need in a timely way and yet not overburden participants with remedies applied all at once.

FOLLOW-THROUGH ACTION PLANNING WORKSHEET 4

4.1 The goals and objectives we will use as a guide for procedure implementation are:

4.2 In our group counseling we will use these techniques:

4.3 We will provide individual assistance through:

4.4 We will implement career planning assistance by:

4.5 Our referrals to education and training programs will be through:

4.6 We will implement referrals to support services by:

4.7 We will implement job search by:

Summary

Implementing a follow-through component of an employment and training agency program requires, first, identifying the areas suitable for follow-through activities. Second, available means of participant reinforcement must be identified. After effective procedures for delivery of follow-through services have been determined, the procedures can be implemented for the benefit of participants and the agency alike.

APPENDICES

APPENDIX A

SAMPLE FOLLOW-UP QUESTIONNAIRE

CETA FOLLOW-UP EVALUATION PROJECT

FOLLOW-UP QUESTIONNAIRE: YOUTH PROGRAMS

DEVELOPED BY:
RESEARCH AND PROGRAM DEVELOPMENT DIVISION
DEPARTMENT OF MANPOWER DEVELOPMENT

Every box should be filled in. If a question is not answered, do *not* leave the box blank. Instead, fill it in with one of the following codes:

- –1 If the question is not applicable
- –2 If the respondent refuses to answer
- –3 If the response is missing or the respondent does not know

Interviewee's Name: _____

Home Address: _____

Home Phone Number: _____

SECTION I: CONTACT INFORMATION

1 2 | 3 8 | I.D. Number

9 11 | Date Interview Completed _____ Mo. Day Yr.

12 14 | Date of Termination _____ Mo. Day Yr.

Interviewer	Contact Number	Date Phoned	Contact Made (Y or N)	Interview Completed (Y or N)	Reason for No Contact/ Incompletion	Beginning/ Ending Time

Final Contact Status:

15 16 | Terminee Contact:
- 01 = Contacted/Interview completed by phone
- 02 = Contacted/Interview completed at home
- 03 = Contacted/No information
- 04 = Not contacted

17 18 | Why No Contact:
- 01 = No phone no. at intake
- 02 = Incorrect phone no. at intake
- 03 = Disconnected phone
- 04 = Unpublished phone no.
- 05 = Moved; address unknown
- 06 = Participant RTA
- 07 = Could not contact
- 08 = Language problem
- –1 = Not applicable/ Terminee contacted

19 20 | Total number of phone calls and home visits

SOURCE: Glen Schneider and Jeffrey Zornitsky. *Data Collection Materials for Follow-Up Evaluations of Title II-B and YETP Youth Programs.* (Commonwealth of Massachusetts: Policy and Evaluation Division, Department of Manpower Development, 1979).

SECTION II: PROGRAM OF TERMINATION – IDENTIFICATION INFORMATION

21 23 Agency (primary provider of services) _____

24 26 Program of Termination _____

27 28 Program funded under:
01 = Title II-B
02 = Title IV – YETP

29 30 (Questions 29-30 and 31-32 refer only to those programs funded under *Title II-B)*
Educational Linkage:
01 = In-school Program
02 = Out-of-school Program

31 32 Major service received:
01 = Skill training
02 = OJT
03 = Work experience
04 = GED
05 = Basic education
06 = ESL
07 = Employment/Placement (transitional) services

33 34 (Questions 33-34 thru 47-48 refer only to those programs funded under Title IV – YETP)
Educational Linkage:
01 = In-school Program
02 = In-school Program – operated under LEA (22%) agreement
03 = Out-of-school Program

35 36 (If terminee was in a YETP *In-school Program,* response 01 or 02 to question 33-34)
YETP Component:
01 = Career Employment Experience (CEE)
02 = Transitional Services
03 = Career Employment Experience *AND* Transitional Services
04 = Transitional Services (non-income eligibles only)

(If terminee was in YETP In-school Program):

Type(s) of services received: (Record up to 3 responses. Rank in terms of priority.)

37 38
39 40
41 42
01 = OJT
02 = Work experience
03 = Transitional services

(Questions 43-44 thru 47-48 are applicable if the terminee was in a YETP *Out-of-school Program;* see question 33-34.)

Services received in Out-of-school Program: (Record up to 3 responses. Rank in terms of priority.)

43 44
45 46
47 48
01 = Skill training
02 = OJT
03 = Work experience
04 = GED
05 = Basic education
06 = ESL
07 = Employment/Placement (transitional) services

SECTION III: INTRODUCTION

A. Background Information – The following questions (49-50 thru 67-68) apply to the period just prior to the time of program enrollment.

49 50

Sex:

01 = Male
02 = Female

51 52

Age

53 54

Years of education completed

55 56

Marital status:

01 = Married
02 = Never married
03 = Widowed
04 = Separated/divorced

57 58

Race/Ethnicity:

01 = White (Non-Hispanic)
02 = Black (Non-Hispanic)
03 = Hispanic
04 = Asian and Pacific Islander
05 = American Indian/Alaskan Native

OTHER:
06 = Chinese
07 = Portuguese
08 = Cape Verdean
09 = Haitian French
10 = Armenian
11 = Russian
12 = Vietnamese
13 =
14 =
15 =

59 60

Native language:

01 = Spanish
02 = Chinese
03 = French
04 = Italian
05 = Portuguese
06 = Greek
07 = English
08 = Other _____

61 62

Including yourself, how many members of your immediate family did you live with at the time of enrollment?

63 64

Did that include your parents?

01 = Both
02 = Mother
03 = Father
04 = Neither

65 66

At the time of enrollment, did you earn most of the income in your household?

01 = Yes
02 = No

67 68

Excluding yourself, how many dependents did you have at the time of enrollment?

B. Current Information

69 70

Including yourself, how many members of your immediate family do you currently live with?

71 72

Excluding yourself, how many dependents do you currently have?

73 74

Do you currently earn most of the income in your household?

01 = Yes
02 = No

75 76

Does anyone else in your family currently work?

01 = Yes
02 = No

1	2	3					8
0	6						

I.D. Number

SECTION IV: PRE-PROGRAM EDUCATIONAL HISTORY

9 10

Did you have a high school diploma at the time you *enrolled* in the CETA program?

01 = Yes (If yes, continue through question 13-14.)
02 = No (If no, skip to question 15-16.)

11 12

(If yes) Did you complete twelve years of education in high school or receive a high school equivalency (GED) diploma?

01 = Completed 12 years (If 12 years, skip to Section VI)
02 = Received GED

13 14

(If received GED):
What was the last grade you completed while attending school?

(Skip to Section VI)

15 16

(If terminee had *not* received a high school diploma – question 9-10):
What was the highest grade you completed at the time of CETA enrollment?

17 18

At the time you entered the CETA program, were you enrolled in school?

01 = Yes (If yes, skip to question 39-40.)
02 - No (If no, continue.)

The following questions (19-20 thru 35-36) apply only to those respondents who were *not* enrolled in school at the time they entered the CETA program.

19 20

How old were you when you last attended school?

21 23

What date did you last attend school?

_____
Mo. Day Yr.

24 26

(Calculate and code):
Length of time out of school prior to CETA enrollment.

Date of enrollment in CETA program _____
Weeks out of school _____

27 28

What type of school did you last attend?

01 = Elementary School
02 = Junior High School
03 = Comprehensive High
04 = Private Trade High
05 = Regional Vocational
06 = Academic Regional
07 = GED Program
08 = Alternative High
09 = Other _____

29 30

Did you last attend school on a full-time or part-time basis?

01 = Full-time
02 = Part-time

31 32

Did you last attend school during the day or night?

01 = Day
02 = Night

33 34

Did you leave school on your own?

01 = Voluntarily
02 = Involuntarily

35 36

Why did you leave school?

_____

Proceed to question 45-46, Section V.

The following questions (37-38 thru 43-44) apply only to those respondents who *were* enrolled in school at the time they entered the CETA program (Question 17-18).

37 38

What was the name of the school you were attending?

_____

39 40

What type of school were you attending?

01 = Junior High
02 = Comprehensive High
03 = Private Trade High
04 = Regional Vocational High
05 = Academic Regional High
06 = GED Program
07 = Alternative High
08 = Other _____

41 42

Were you attending school on a full-time or part-time basis?

01 = Full-time
02 = Part-time

43 44

Were you attending school during the day or night?

01 = Day
02 = Night

SECTION V: POST-PROGRAM EDUCATIONAL EXPERIENCES

45 46

What was the highest grade that you had completed at the time you *left* the CETA program?

47 48

At any time during the CETA program, did you receive preparation for a high school equivalency diploma (GED)?

01 = Yes (Proceed to question 51-52.)
02 = No (If respondent had completed *less than* 12 years at time of leaving program, proceed to question 53-54. If 12 years, continue.)

49 50

Had you received a high school diploma by the time you *left* the program?

01 = Yes (If yes, proceed to Section VI.)
02 = No (If no, skip to question 53-54.)

51 52

Did you receive a high school equivalency diploma (GED) by the time you had completed the program or any time since you left the program?

01 = Yes (If yes, proceed to Section VI.)
02 = No (If no, skip to question 53-54.)

The following questions (53-54 thru 75-76) apply only to those respondents who *had not received a high school diploma* at the time of *termination* from the CETA program *OR* had *not* received a high school equivalency diploma (GED) at any time since leaving the program. (Questions 49-50, *51-52)*

53 54

Have you attended school at any time since you left the CETA program?

01 = Yes (If yes, continue.)
02 = No (If no, skip to Section VI.)

55 56

(If yes) Are you currently attending school?

01 = Yes
02 = No

57 58

How many weeks have (did) you attend(ed) school since leaving the CETA program?

What is the name of the school you are (were) attending?

_____

59 60

What type of school are (were) you attending?

01 = Junior High
02 = Comprehensive High
03 = Private Technical High
04 = Regional Vocational High
05 = Academic Regional High
06 = GED Program
07 = Alternative High
08 = Other _____

61 62

Were you referred to this school by the CETA agency or did you enroll on your own?

01 = Referred by CETA agency
02 = Enrolled on own

63 64

What is (was) your current (last) grade?

65 66

Are (were) you attending school full-time or part-time?

01 = Full-time
02 = Part-time

67 68

Are (were) you attending school in the day or night?

01 = Day
02 = Night

69 70

Is (was) this the same school you were in before you enrolled in the CETA program?

01 = Yes
02 = No

Questions 71-72 thru 75-76 apply only to those respondents who are *not currently attending school.* (See question 55-56.)

71 72

Did you complete/graduate from the school you were enrolled in?

01 = Yes
02 = No

73 74

(If yes) Did you receive a high school diploma or GED?

01 = High school diploma
02 = GED
03 = Neither

75 76

(If no) Why did you leave school?

_____

1 2 | 0 7

3 ... 8

I.D. Number

SECTION VI: PRE-PROGRAM EMPLOYMENT HISTORY IN THE ONE-YEAR PERIOD BEFORE CETA

For interviewer's information: Date of program enrollment for terminee: _____

Date one year prior to program enrollment: _____

9 10 ☐☐ Were you employed at any time during the one-year period before entering the CETA program?

01 = Yes (If yes, continue.)
02 = No (If no, proceed to question 41-42.)

11 12 ☐☐ (If yes) How many different jobs did you have? (Count each employer as a separate job.)

13 14 ☐☐ How many total weeks did you work during the year before entering CETA? (00-52)

15 17 ☐☐☐ What was your job title on the last job held in the year *before* the CETA program?

_____

18 21 $ ☐☐.☐☐ What was your final hourly wage on that job?

22 23 ☐☐ How many hours did you work per week on that job?

24 26 ☐☐☐ How many weeks did you work at that job? (00-52)

27 28 ☐☐ Did you continue working on that job while enrolled in the CETA program?

01 = Yes (If yes, skip to question 34-35.)
02 = No (If no, continue.)

29 31 ☐☐☐ On what date did you leave that job?

_____
(Mo./Day/Yr.)

32 33 ☐☐ Why did you leave that job?

_____

Proceed to question 41-42.

The following questions (34-35 thru 39-40) apply to those respondents who answered yes to question 27-28.

34 35 ☐☐ Did you leave that job before you *left* the CETA program?

01 = Yes
02 = No

36 38 ☐☐☐ (If yes) On what date did you leave that job?

_____
(Mo./Day/Yr.)

39 40 ☐☐ Why did you leave that job?

_____

The following questions (41-42 thru 55-58) apply *only* to those respondents who worked LESS THAN 52 WEEKS *in the one-year period before entering the CETA program* (question 13-14).

41 42 ☐☐ How many weeks were you *not* working during the one-year period prior to enrolling in CETA?

43 44 ☐☐ During the time when you were not working in the one-year period before entering CETA, did you actively look for a job?

01 = Yes (If yes, continue.)
02 = No (If no, go to question 51-52.)

45 46 ☐☐ How did you look for work? (two responses)

☐☐
01 = Public employment agency (DES)
02 = Private employment agency
03 = Applied directly to employer
04 = Placed or answered ads
05 = Friends or relatives
06 = Other _____

49 50 ☐☐ How many weeks did you actively look for work?

The following questions (51-52 thru 57-58) apply if the length of time out of work (question 41-42) is *greater* than the length of time actively looking for work (question 49-50). As indicated above, this applies only to those who have worked less than 52 weeks in the one-year period prior to enrollment.

51 52 ☐☐ During the time when you were not looking for work, did you want a job?

01 = Yes
02 = No

53 54 ☐☐ During the time when you were not looking for work, were you available for work?

01 = Yes
02 = No

55 56 ☐☐ During the time when you were not looking for work, what were the primary reasons you did not *look*? (two responses)

57 58 ☐☐ _____

_____

FOR ALL RESPONDENTS:

59 60 ☐☐

61 62 ☐☐

63 67 ☐☐☐☐☐ What was *your* total earned income (not family income) before taxes in the year before entering the CETA program?

SECTION VII: PUBLIC ASSISTANCE STATUS

68 69

Other than yourself, was anyone in your family receiving public assistance or unemployment compensation during the one-year period prior to enrolling in CETA?

01 = Yes
02 = No

70 71

72 73

(If yes) What type(s)?

01 = AFDC
02 = Food Stamps
03 = Unemployment insurance
04 = General relief
05 = Veterans
06 = Medicaid
07 = Social Security
08 = Supplemental Security Income (SSI)
09 = Other

74 75

Were *you* receiving public assistance or unemployment compensation during the one-year period prior to enrolling in CETA?

01 = Yes
02 = No

76 77

78 79

(If yes) What type(s)?

01 = AFDC
02 = Food Stamps
03 = Unemployment insurance
04 = General relief
05 = Veterans
06 = Medicaid
07 = Social Security
08 = Supplemental Security Income (SSI)
09 = Other

1 2: 0 8

3 ... 8

I.D. Number

9 10

Other than yourself, is anyone in your family *currently* receiving public assistance or unemployment compensation?

01 = Yes
02 = No

11 12

13 14

(If yes) What type(s)?

01 = AFDC
02 = Food Stamps
03 = Unemployment insurance
04 = General relief
05 = Veterans
06 = Medicaid
07 = Social Security
08 = Supplemental Security Income (SSI)
09 = Other

15 16

Are *you currently* receiving public assistance payments or unemployment compensation?

01 = Yes
02 = No

17 18

19 20

(If yes) What type(s)?

01 = AFDC
02 = Food Stamps
03 = Unemployment insurance
04 = General relief
05 = Veterans
06 = Medicaid
07 = Social Security
08 = Supplemental Security Income (SSI)
09 = Other

SECTION VIII: RESPONDENT'S PROGRAM EXPERIENCES

Only *one* part (A through D) of questions 21-22 thru 55-56 applies to each respondent. The applicable section is dependent upon the program category from which the respondent terminated:

Part A – For respondent who terminated from a classroom/skill training program
Part B – For respondent who terminated from a work experience program
Part C – For respondent who terminated from an on-the-job training (OJT) program
Part D – For respondent who terminated from a transitional service program

PART A CLASSROOM/SKILL TRAINING

Part A is applicable *only* to those respondents who terminated from a predominantly *skill training* program.

21 22

23 25 During your participation in the skill training program, what were you being trained to do?

_____ (Census Code)

26 27 Was this an area in which you were interested in being trained?

01 = Yes
02 = No

28 $. 31 What was your weekly wage in the training program?

32 33 How many hours per week did you receive skill training?

34 35 Do you feel that you received a sufficient amount of instruction in the CETA program?

01 = Yes
02 = No

36 37 Did you receive academic credit for your participation in the training program?

01 = Yes
02 = No

38 39 In addition to receiving training as a _____ (question 23-25), were you provided with any additional types of classroom instruction?

01 = Yes
02 = No

40 41 (If yes) What types? (two responses)

01 = ABE
02 = GED
03 = ESL
04 = Transition services
05 = Other _____

44 45 Did you complete the program?

01 = Yes
02 = No

46 47 (If no) Why did you leave the program?

_____

48 49

50 51

52 54 On what date did you leave this program?

_____
(Mo./Day/Yr.)

55 56

PART B WORK EXPERIENCE

Part B is applicable only to those respondents who terminated from a predominantly *work experience* program.

21 22

23 25 What was your job title while you were enrolled in CETA?

_____ (Census Code)

26 27 How many hours did you work per week?

28 $. 31 What was your hourly wage rate?

32 33 Did you work as part of a work crew with other persons your age or by yourself under adult supervision?

01 = Work crew
02 = By yourself with adult supervision

34 35 (If respondent was part of a work crew): What was the total number of CETA youth workers in the crew?

36 37 Do you feel that you received a sufficient amount of supervision while in the CETA program?

01 = Yes
02 = No

38 39 Do you feel that the supervision you received was sufficient to be able to do a good job?

01 = Yes
02 = No

40 41 Did you receive academic credit for your work?

01 = Yes
02 = No

42 43 Other than working as a _____ (question 23-25), did you receive any form of classroom training while in the program?

01 = Yes
02 = No

44 45 (If yes) What types?

46 47

01 = ABE
02 = GED
03 = ESL
04 = Other _____

48 49 Did you complete the program?

01 = Yes
02 = No

50 51 (If no) Why did you leave the program?

_____

52 54 On what date did you leave the CETA program?

_____
(Mo./Day/Yr.)

55 56 (If respondent completed the program, question 48-49):

Are you currently employed in this job?

01 = Yes
02 = No

PART C ON-THE-JOB TRAINING

Part C is applicable only to those respondents who terminated from a predominantly *on-the-job training (OJT)* program.

21 22 While participating in your on-the-job training program, were you being trained for a *specific* type of job?

01 = Yes
02 = No

23 25 (If yes) What was the specific job you were being trained for?

_____ (Census Code)

82

26 27 How many hours did you work per week?

28 $. 31 What was your hourly wage rate?

32 33 Do you feel you received sufficient training on the job?

01 = Yes
02 = No

34 35 Do you feel that the supervision you received was sufficient to be able to do a good job?

01 = Yes
02 = No

36 37 On your particular worksite, was there a group of CETA workers or were you the only one?

01 = Group
02 = Self

38 39 Did you receive academic credit for your work?

01 = Yes
02 = No

40 41 Did you receive any form of *classroom* training?

01 = Yes
02 = No

42 43 (If yes) What types?

01 = ABE
02 = GED
03 = ESL
04 = Skill training
05 = Other _____

46 47 Did you complete the program?

01 = Yes
02 = No

48 49 (If yes) Are you currently employed in this job?

01 = Yes
02 = No

50 51 (If respondent did *not* complete program) Why did you leave the program?

_____

52 54 On what date did you leave the CETA program?

_____
(Mo./Day/Yr.)

55 56

PART D TRANSITIONAL SERVICES

Part D is applicable only to those respondents who terminated from predominantly *transitional service* programs.

Did you receive counseling or instruction in any of the following *specific* areas? . . .

21 22 Occupational/Career Counseling?

01 = Yes
02 = No

23 25

26 27

(If yes) How would you rate this aspect of the program?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

28 31

32 33

Counseling regarding work habits?

01 = Yes
02 = No

34 35

(If yes) How would you rate this aspect of the program?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

36 37

Resume preparation/completion of job applications?

01 = Yes
02 = No

38 39

(If yes) How would you rate this aspect of the program?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

40 41

Job interviewing techniques?

01 = Yes
02 = No

42 43

(If yes) How would you rate this aspect of the program?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

44 45

Job finding techniques?

01 = Yes
02 = No

46 47

(If yes) How would you rate this aspect of the program?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

48 49

Did you complete the program?

01 = Yes
02 = No

50 51

(If no) Why did you leave the program?

_____

52 54

On what date did you leave the CETA program?

_____
(Mo./Day/Yr.)

55 56

SECTION IX: TRANSITIONAL/SUPPORTIVE SERVICES

PART A. Transitional services—questions 57-58 thru 65-66, apply to all respondents *with the exception* of those terminating from predominantly *transitional services* programs.

While in the CETA program, did you receive any of the following services? . . .

57 58

Occupational/career counseling?

01 = Yes
C2 = No

59 60

Counseling regarding work habits?

01 = Yes
02 = No

8-1

61 62 Counseling regarding resume preparation/ completion of job applications?

01 = Yes
02 = No

63 64 Counseling regarding job interviewing techniques?

01 = Yes
02 = No

65 66 Counseling regarding job finding techniques?

01 = Yes
02 = No

PART B. SUPPORTIVE SERVICES – For all respondents

While in the CETA program, did you receive any of the following services? . . .

67 68 Health care?

01 = Yes
02 = No

69 70 Child/day care?

01 = Yes
02 = No

71 72 Transportation?

01 = Yes
02 = No

73 74 Personal counseling?

01 = Yes
02 = No

1 2 | 0 9 | 3 – 8 I.D. Number

Are you *currently* receiving any of the following services? . . .

9 10 Health care?

01 = Yes
02 = No

11 12 Child care?

01 = Yes
02 = No

13 14 Transportation?

01 = Yes
02 = No

15 16 Personal counseling?

01 = Yes
02 = No

SECTION X: RESPONDENT'S VIEW OF PROGRAM

17 18 How did you hear about the CETA program?

_____

19 20 Why did you enroll in the CETA program?

_____

21 22 Do you feel that your participation in CETA has improved your chances of *finding* and keeping a job?

01 = Yes
02 = No

23 24

25 26

Because of your CETA participation, do you think you have (had) a better chance of *returning to* or *staying in* school?

01 = Yes
02 = No

27 28

Do you feel you had sufficient access to services such as personal counseling and career counseling?

01 = Yes
02 = No

29 30

(If no) Which particular services were not sufficient? (two responses)

31 32

01 = Personal counseling
02 = Career counseling

33 34

What were the best two things about the program?

35 36

37 38

Would you recommend the program to others?

01 = Yes
02 = No

39 40

How would you improve the program?

SECTION XI: SUMMARY POST-CETA INFORMATION

41 42

How many jobs have you held since leaving the CETA program? (If none, proceed to Section XVII.)

43 44

Are you currently employed?

01 = Yes
02 = No

45 46

At the time you left your CETA program on _____ (insert date of termination, p. 1), did you have a job?

01 = Yes (If yes, proceed)
02 = No (If no, skip to question 54-54)

47 48

Did you find your own job or did the CETA agency find it for you?

01 = Found own job
02 = CETA agency found job

49 50

Was there a gap between the time you finished actively participating in your CETA program and the time you obtained that job?

01 = Yes (If yes, proceed)
02 = No (If no, code question 51-52 as zero and proceed to question 67-69, page 16.)

51 52

How many weeks after you finished actively participating in your CETA program did it take to obtain that job?

Proceed to question 67-69, page 16.

SECTION XII: RESPONDENT'S FIRST JOB AFTER CETA

For those respondents who have held *at least one* job after CETA

Questions 53-54 thru 65-66 apply only to those respondents who did *not* have a job at the time they left their CETA program (question 45-46, above).

53 54

How many weeks after leaving the CETA program did it take to obtain your first job?

55 56

Did you actively look for the entire ____ week period? (See previous question.)

01 = Yes (If yes, skip to question 67-69, page 16.)
02 = No (If no, continue.)

57 58

During the time when you were not looking for work, did you want a job?

01 = Yes
02 = No

59 60

Were you available for work during that time?

01 = Yes
02 = No

61 62

What were the primary reasons you did not look for a job during that time? (two responses)

63 64

_____

_____

65 66

How did you find your first job after leaving the CETA program?

01 = CETA agency
02 = DES
03 = Private agency
04 = Friend
05 = Newspaper
06 = Walk-in
07 = School
08 = Other _____

FOR ALL RESPONDENTS (who have at least one job)

67 69

On what date did you begin your first job after the CETA program? _____
(Mo./Day/Yr.)

(Code date of termination if job is same as job held while in program.)

Company Name: _____

Business Address: _____ _____ _____
No. & Street City State Zip

What does your company do? _____

70 72

---

1 2 | 3 8

1 0

I.D. Number

Questions 9-11 thru 24-25 refer to the respondent's *starting* job position with the company named above.

What was your starting job title?

_____

9 11

Census Code

12 15

$. What was your starting wage per hour? (Include bonuses, tips, commissions)

16 17

How many hours did you work per week?

18 19

Would you have preferred to work ...

01 = More
02 = Less
03 = The same

... *amount* of hours?

20 21

After being employed for one week, did you receive any training at work from your employer?

01 = Yes
02 = No

22 23

After being hired, how many weeks did it take before you could perform your duties on your own?

24 25

While working for this employer, did you have a change in jobs?

01 = Yes (If yes, continue.)
02 = No (If no, skip to question 31-32.)

26 28

What was your new job title?

_____
(Census Code)

29 30

Was the new job a promotion?

01 = Yes
02 = No

FOR ALL RESPONDENTS (who had at least one job):

31 32

Did you receive any change in your hourly wage rate?

01 = Yes
02 = No

33 $\square\square$. $\square\square$ 36

(If yes) What was your final hourly wage?

(If no, write in same hourly wage as in question 12-15.)

Only *one* Part (A through D) of questions 37-38 thru 43-44 applies to each respondent. The applicable section is dependent upon the major program category from which the respondent terminated:

Part A — For respondent who terminated from a *classroom/skill training* program
Part B — For respondent who terminated from a *work experience* program
Part C — For respondent who terminated from an *OJT* program
Part D — For respondent who terminated from a *transitional services* program

PART A — For Classroom/Skill Training Participants Only

37 38

Did the CETA training influence your decision to look for this kind of job?

01 = Yes
02 = No

39 40

Was this position's work related to your CETA training?

01 = Yes
02 = No

How many hours did you work per day? _____ hours

41 42

Of these _____ hours, how many hours per day did you use your CETA training?

(Express in terms of an 8-hour day — use conversion chart if necessary)

43 44

Do you think you could have obtained this job without the training services (*not* the placement) provided by the CETA program?

01 = Yes
02 = No

PART B – For Work Experience Participants Only

37 38

Did your CETA participation provide you with a good understanding of what was expected of you on the job? (i.e., tardiness, absenteeism, other work habits)

01 = Yes
02 = No

39 40

Did your CETA participation improve your ability to *complete* the tasks on your job?

01 = Yes
02 = No

41 42

Do you think you could have obtained this job without the work experience (*not* the placement) provided by CETA?

01 = Yes
02 = No

43 44

PART C – For OJT Participants Only

37 38

Is (was) this job . . .

01 = The same job you were trained in (same employer and job as you were trained in)
02 = A different job than the one you were trained in (different employer *or* different job)

39 40

(If different job): Did the CETA training influence your decision to obtain this kind of job?

01 = Yes
02 = No

How many hours did you work per day? _____ hours

41 42

Of these _____ hours, how many hours per day did you use your CETA training?

(Express in terms of an 8-hour day; use conversion chart if necessary.)

43 44

Do you think you could have obtained this job without the training (*not* the placement) provided by the CETA program?

01 = Yes
02 = No

PART D – For Transition Services Participants:

37 38

Did the services you received provide you with a good understanding of what was expected of you on this job? (i.e., tardiness, absenteeism, other work habits)

01 = Yes
02 = No

39 40

Did the services you received improve your ability to perform the tasks on your job?

01 = Yes
02 = No

41 42

Did the CETA program influence your decision to obtain this type of job?

01 = Yes
02 = No

43 44

FOR ALL TERMINEES (who had at least one job):

45 46 — All things considered, how would you rate this job (type of work)?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

47 48 — All things considered, how would you rate this employer?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

49 50 — How many weeks did you work at this job?

51 52 — Are you currently employed in this job?

01 = Yes (If yes, go to Section XVIII.)
02 = No (If no, continue to appropriate job section or Section XVII if only had one job.)

53 54 — Why did you leave this job?

_____

End of Section XII — Respondent's First Job After CETA

The following three sections are applicable *only* for respondents who have held *THREE OR MORE* jobs after leaving the CETA program. Sections XIII, XIV, and XV apply to those jobs held *between* the *FIRST* job after CETA and the *CURRENT/LAST* job after CETA. INFORMATION ON THE CURRENT/LAST JOB MUST *NOT* BE ENTERED HERE. For respondents who have held *only* two jobs since termination, proceed to Section XVI– "Respondent's Current or Last Job".

SECTION XIII: RESPONDENT'S SECOND JOB AFTER CETA

For respondents who have held *at least three jobs* after they left CETA

55 56 — After your first job, how many weeks were you out of work before finding this job?

57 58 — During this time, did you actively look for work?

01 = Yes
02 = No

59 61 — What was your final job title on this job?

_____ (Census Code)

62 63 — How many hours did you work per week?

64 67 — $ ___.___ What was your final hourly wage?

68 69 — How many weeks did you work on this job?

70 71 — Why did you leave this job?

_____

---

1 2 — 1 1

3 8 — I.D. Number

SECTION XIV: RESPONDENT'S THIRD JOB AFTER CETA

For respondents who have held *AT LEAST FOUR JOBS* after they left CETA.

9 10 After your second job, how many weeks were you out of work before finding this job?

11 12 During this time, did you actively look for work?
01 = Yes
02 = No

13 15 What was your final job title?
_____ (Census Code)

16 17 How many hours did you work per week?

$ 18 . 21 What was your final hourly wage?

22 23 How many weeks did you work on this job?

24 25 Why did you leave this job?
_____

SECTION XV: RESPONDENT'S FOURTH JOB AFTER CETA

For respondents who have held *AT LEAST FIVE JOBS* after they left CETA.

26 27 After your third job, how many weeks were you out of work before finding this job?

28 29 During this time, did you actively look for work?
01 = Yes
02 = No

30 32 What was your final job title?
_____ (Census Code)

33 34 How many hours did you work per week?

$ 35 . 38 What was your final hourly wage?

39 40 How many weeks did you work on this job?

41 42 Why did you leave this job?
_____

SECTION XVI: RESPONDENT'S CURRENT OR LAST JOB

For *all* respondents who have held *AT LEAST TWO JOBS* after they left CETA.

43 44 How many weeks were you out of work before obtaining your current/last job?

45 46 Did you actively look for work for the entire _____ week period? (See previous question.)
01 = Yes (If yes, skip to question 55-57.)
02 = No (If no, continue.)

47 48

During the time when you were not looking for work, did you want a job?

01 = Yes
02 = No

49 50

Were you available for work during that time?

01 = Yes
02 = No

51 52

What was the primary reason you did not look for work during that time?

_____

53 54

How did you find your current/last job?

01 = CETA agency
02 = DES
03 = Private agency
04 = Friend
05 = Newspaper
06 = Walk-in
07 = School
08 = Other _____

Company Name: _____

Business Address: _____
No. & Street City State Zip

What does your company do? _____

55 57 SIC

Questions 58-60 to 71-72 refer to the respondent's *starting* job position with the company named above:

What was your starting job title?

_____

58 60 Census Code

$ 61 . 64 What was your starting wage per hour? (Include bonuses, tips, commissions.)

65 66 How many hours did you work per week?

67 68 Would you have preferred to work ...

01 = More
02 = Less
03 = The same

... *amount* of hours?

69 70 After being employed for one week, did you receive any training at work from your employer?

01 = Yes
02 = No

71 72 After being hired, how many weeks did it take before you could perform your job duties on your own?

73 74 While working for this employer, did you have a change in jobs?

01 = Yes (If yes, continue.)
02 = No (If no, skip to question 9-10.)

75 77 What was your new job title?

_____ (Census Code)

78 79 Was the new job a promotion?

01 = Yes
02 = No

1 2 | 3 ____ 8

1 2 | I.D. Number

FOR ALL RESPONDENTS (who had at least two jobs):

9 10 | Did you receive any change in your hourly wage rate?

01 = Yes
02 = No

11 ____ 14 | $ ___.___ (If yes) What was your final hourly wage?

(If no, write in same hourly wage as in 61-64.)

Only *one* Part (A through D) of questions 15-16 thru 21-22 applies to each respondent. The applicable section is dependent upon the program category from which the respondent terminated:

Part A – For respondent who terminated from a *classroom/skill training* program.
Part B – For respondent who terminated from a *work experience* program.
Part C – For respondent who terminated from an *OJT* program
Part C – For respondent who terminated from a *transitional services* program.

PART A – For Classroom/Skill Training Respondent

15 16 | Did the CETA training influence your decision to look for this kind of job?

01 = Yes
02 = No

17 18 | Was this position's work related to your CETA training?

01 = Yes
02 = No

How many hours did you work per day?
_____ hours

19 20 | Of these _____hours, how many hours per day did you use your CETA training? (Express in terms of an 8-hour day; use conversion chart if necessary.)

21 22 | Do you think you could have obtained this job without the training services (*not* the placement) provided by the CETA program?

01 = Yes
02 = No

PART B – For Work Experience Respondent

15 16 | Did your CETA participation provide you with a good understanding of what was expected of you on the job? (i.e., tardiness, absenteeism, general work habits)

01 = Yes
02 = No

17 18 | Did your CETA participation improve your ability to complete the tasks on your job?

01 = Yes
02 = No

19 20

Do you think you could have obtained this job without the work experience (*not* the placement) provided by CETA?

01 = Yes
02 = No

21 22

PART C – For OJT Respondent

15 16

Is (was) this job . . .

01 = The same job you were trained in? (same employer *and* job as you were trained in)
02 = A different job than the one you were trained in? (different employer *or* different job)

17 18

(If different job) Did the CETA training influence your decision to obtain this kind of job?

01 = Yes
02 = No

How many hours did you work per day? _____ hours

19 20

Of these _____ hours, how many hours per day did you use your CETA training? (Express in terms of an 8-hour day; use conversion chart if necessary.)

21 22

Do you think you could have obtained this job without the training (*not* the placement) provided by the CETA program?

01 = Yes
02 = No

PART D – For Transition Services Respondent

15 16

Did the services you received provide you with a good understanding of what was expected of you on this job? (i.e., tardiness, absenteeism, other work habits)

01 = Yes
02 = No

17 18

Did the services you received improve your ability to perform the tasks on your job?

01 = Yes
02 = No

19 20

Did the CETA program influence your decision to obtain this type of job?

01 = Yes
02 = No

21 22

FOR ALL RESPONDENTS (who have had at least two jobs):

23 24

All things considered, how would you rate this job (type of work)?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

25 26

All things considered, how would you rate this employer?

01 = Excellent
02 = Good
03 = Fair
04 = Poor

27 28 How many weeks did you work at this job?

29 30 Are you currently employed in this job?
01 = Yes (If yes, skip to question 49-50.)
02 = No (If no, continue.)

31 32 Why did you leave this job?

_____

SECTION XVII: FOR RESPONDENTS WHO ARE NOT CURRENTLY EMPLOYED

(If respondent is *currently employed,* this section is *not* applicable. Proceed to Section XVIII, below.)

33 34 How many weeks have you been out of work since your last job (or since leaving the program)?

35 36 Have you actively looked for work since your last job (or the CETA program)?
01 = Yes
02 = No

37 38 For how many weeks have you actively looked for work?

39 40 Are you currently available for work?
01 = Yes
02 = No

41 42 Are you currently looking for a job?
01 = Yes (If yes, continue.)
02 = No (If no, proceed to question 45-48.)

43 44 (If yes) How are you looking for a job?
01 = Training agency
02 = DES
03 = Private agency
04 = Friend
05 = Newspaper
06 = Walk-in
07 = School
08 = Other _____

45 46 What are the reasons you are not currently looking?

47 48 _____

_____

SECTION XVIII: RESPONDENT'S OTHER POST-PROGRAM EXPERIENCES

(For all respondents)

49 50 Since leaving the CETA program, have you attended a postsecondary school/training program/CETA program or enlisted in the military?
01 = Yes (If yes, continue.)
02 = No (If no, end of interview. Remainder of questionnaire should be coded "–1"; not applicable.)

If yes, which one(s) . . .

51 52 School/training program/CETA program?
01 = School/training program
02 = CETA program

53 54 Military?
01 = Yes
02 = No

Are you currently . . .

55 56 Attending school/training program/ CETA program?
01 = Yes
02 = No

57 58 Serving in military?
01 = Yes
02 = No

---

1 2 | 1 3 | 3 8 | | | | | | I.D. Number

SECTION XIX: FOR RESPONDENTS WHO HAVE PARTICIPATED IN ANOTHER SCHOOL/TRAINING PROGRAM/CETA PROGRAM SINCE LEAVING CETA (question 51–52 above)

9 10 What type of school/program are (were) you enrolled in? (e.g., welding, clerical, business math, work experience)

_____

11 13 What agency is (was) providing the schooling/program?

_____

14 15 How many weeks after the CETA program did you enter this program?

16 18 What date did you begin this program?

_____
(Mo./Day/Yr.)

19 20 How many weeks have (did) you attend(ed)?

21 22 Are (were) you attending full or part-time?
01 = Full-time
02 = Part-time

25 25 How many weeks is (was) the complete program?

26 27 Have you completed the program?
01 = Yes
02 = No

28 29 Why did you enroll in this program?

_____

30 31 Is (was) this schooling/program related to your prior CETA participation?
01 = Yes
02 = No

32 33 Is (was) your prior CETA participation helpful to you in this program?
01 = Yes
02 = No

SECTION XX: FOR RESPONDENTS WHO HAVE ENLISTED IN THE MILITARY SINCE LEAVING CETA (question 53-54)

34 35

Why did you join the military?

01 = To receive training
02 = Career choice
03 = No better opportunities/ alternatives available
04 = Other _____

_____

36 37

Is (was) the military work related to your CETA participation?

01 = Yes
02 = No

38 40

On what date did you enter the military?

_____
(Mo./Day/Yr.)

APPENDIX B

HOW TO INCREASE CONFIDENCE IN DATA COLLECTED

HOW TO INCREASE CONFIDENCE IN DATA COLLECTED BY MAILED QUESTIONNAIRES

The issue of data confidence is extremely important in any data-collection method, and in research methodology it involves the question of measurement error. A self-respecting evaluator makes a primary effort to control measurement error in order to increase the "truthfulness" (reliability and validity) of the data being collected. In an effort to lessen measurement error, the following strategies are discussed in this chapter: (1) determining how many items there should be per dimension, (2) determining what questions to ask, (3) determining appropriate wording of the questions, and (4) determining appropriate response options.

Determining How Many Items per Dimension

An examination of follow-up instruments used by state and local vocational education agencies shows that information on training satisfaction and job satisfaction is either collected as unidimensional variables (i.e., one global question) or as multidimensional variables (i.e., several questions). The question, therefore, is how many items per dimension?

It is generally best to include more than one item that is intended to measure a given construct, particularly when that construct is central to the study. There are several reasons for this decision. Any one item includes some measurement error; that is, some of the variance in the responses across subjects is due to error rather than true score. If the sources of this error can be considered to be random factors (such as how wording is interpreted or how the scale's anchors are defined), then using multiple items will increase the construct validity of the score. This is true because the random errors tend to cancel each other, while the "true score" components will add up. Accordingly, it is often asserted that the reliability of a scale generally increases as items are added (assuming that they are good items).

Another reason for using multiple items is to allow for examination of the convergence among items. If two items are supposed to be measuring the same thing, then they should correlate to a reasonable degree. The exact number that is "reasonable" depends upon whether you are criticizing someone else's instrument or trying to validate one you have created.

When new items are being created to measure a construct, it is best to include at least three per construct. Even very similar items can occasionally lack convergence. If three items are used, chances are good that two will prove to be good items and converge at a satisfactory level. (Pretesting the instrument to determine convergence and requiring a reworking of items are good ideas, of course.

SOURCE: Stephen J. Franchak, Eliseo R. Ponce, Robert S. K. Billings, and Patrick A. O'Reilly. *Guidelines and Procedures: Measuring the Training Satisfaction and Job Satisfaction of Former Vocational Students* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981), pp. 52-72, 78, 80.

While there are advantages to multiple items, there are also disadvantages. As the scale gets longer, the marginal utility of additional items for increased reliability declines. It is often difficult to compose several items that measure the same construct without becoming redundant. Such repetition can annoy respondents, who feel that they keep answering the same question (which, in fact, is true). Additional items obviously increase the length of the instrument and may lower the response rate, cause fatigue, invalidate items near the end, and lower the number of constructs that can be measured. It is suggested that, depending on the importance of the construct to the study, there should be at least three but no more than five items per construct.

Determining What Questions to Ask

You have already listed the specific objectives of your study in measuring the training satisfaction and job satisfaction of former vocational students. These objectives should serve as your bases in determining what questions to ask. The example that follows illustrates how specific objectives are translated into specific items in the questionnaire:

Specific objective: To determine the job satisfaction of former vocational students, class 1979-80, who are employed by the industries established since 1975 in Brookings City

Item for the questionnaire:

1. Rate the degree to which you are satisfied with the following aspects of your present job:

	Highly Satisfied (1)	(2)	Neither Satisfied nor Dissatisfied (3)	(4)	Highly Dissatisfied (5)
Salary	_____	_____	_____	_____	_____
Fringe Benefits	_____	_____	_____	_____	_____
Working Conditions	_____	_____	_____	_____	_____
Status	_____	_____	_____	_____	_____
Other (specify: _____)	_____	_____	_____	_____	_____

After all the items are written, you may want to group those that are similar or related. Your next task is to arrange your groups of items in the questionnaire so that they are presented in correct psychological order to the respondents. This will create a smooth flow of ideas for the respondents who are answering the questionnaire. They should not feel as if they are being subjected to a quiz or examination. As a rule of thumb, difficult questions are placed at the end.

Another useful procedure for determining what questions to ask is suggested by Selltiz, Wrightsman, and Cook (1976, p. 543). They say:

> An excellent test of one's performance in this stage of questionnaire construction and, at the same time, a valuable aid, is the preparation of "dummy tables" showing the relationships that are anticipated. *By drawing up such tables in advance, the investigators force themselves to definite decisions about what data are required and how they will be used.* [italics added]

CHECKLIST 1

Decisions About Question Content

Instructions: Examine each question in your questionnaire in terms of the following points:

Yes	*No*	
☐	☐	1. Is this question necessary? Just how will it be useful?
☐	☐	2. Are several questions needed on the subject matter of this question?
☐	☐	3. Do the respondents have the information necessary to answer the question?
☐	☐	4. Is the question concrete, specific, and closely related to the respondent's personal experience?
☐	☐	5. Is the question content sufficiently general and free from too much concreteness and specificity?
☐	☐	6. Is the question content biased or loaded in one direction without accompanying questions to balance the emphasis?
☐	☐	7. Will the respondents give the information that is asked for?

NOTE: Ideas in this checklist were taken from C. Selltiz, L. S. Wrightsman, and S. W. Cook, *Research Methods in Social Relations* (New York: Holt, Rinehart and Winston, 1976).

Before determining whether you used the proper wording, structure, and response options in your questions, take a few minutes to think about the questions posed in checklist 1. It is worth your time to move ahead cautiously. Remember, the most troublesome errors in questionnaires "creep in unwittingly, even in 'obviously simple questions' " (Selltiz, Wrightsman, and Cook 1976, p. 547).

Determining Appropriate Wording of the Question

After decisions have been made regarding the questions to ask, you are ready to address one of the most important, as well as the most difficult, tasks in the entire phase of the study—writing a good questionnaire item. "The formulation of good questions is much more subtle and frustrating than is generally believed by those who have not actually attempted it" (Goode and Hatt 1962, p. 132). Many experts believe that the most important defect of commercial survey research is improperly worded questions.

In regard to question wording, two important, separate decisions must be made: deciding question structure and deciding actual choice of words. Dillman (1978, p. 86) identifies four basic types of question structure according to the nature of response behavior asked of the respondents: open-ended, closed-ended with ordered choices, closed-ended with unordered choices, and partially closed-ended. Table 1 explains the uses, the advantages, and the disadvantages of these four types of question structure.

The type of question structure to use depends on the kind of information the evaluator is attempting to obtain in the survey. Selecting the wrong structure may mean getting the wrong information and receiving answers to the wrong evaluation questions. Additionally, the evaluator should consider other factors such as staff expertise, time available for the study, and financial resources. Analysis of results of certain structures, such as the open-ended structure, demands considerable expense money, a lot of time, and a high degree of expertise (Jacobs 1974, p. 10).

Whichever structure is used, the key issue is to maximize the specificity of the item. The object being referred to should be concise and clear, particularly when the effects of vocational education are being evaluated. As argued in the preceding section, any effects are likely to be very specific and will not be identified by one global satisfaction question.

After a decision is made on question structure, the evaluator needs to decide on the actual choice of words. "The wrong choice of words can create any number of problems—from excessive vagueness to too much precision, from being misunderstood . . . from being too objectionable to being too uninteresting and irrelevant" (Dillman 1978, p. 95). Payne (1951, p. 9) adds:

> Question wording involves more than toying with this word or that to see what may happen, however. It is more than a mere matter of manipulation of words to produce surprising illusions. The most critical need for attention to wording is to make sure that the particular *issue* which the questionnaire has in mind is the particular issue on which the respondent gives his answers.
>
> To assure that the intended issue is understood, then, is the fundamental function of question wording.

The goal, then, is to word carefully and clearly each question so that all respondents interpret it in the same manner as the question designers. "Generally, the most effective questions are worded as simply as possible" (Berdie and Anderson 1974, p. 39). Table 2 shows some "don'ts" in question wording. Checklist 2 is designed to help you determine appropriate question wording.

TABLE 1

Types of Question Structure

1. Open-ended Questions

Examples

- In your opinion, what is the most satisfying part of your vocational training?
- What specific things about this vocational program have you found to be least useful to you in your present job?

Advantages

- Lend themselves to situations in which respondents can express themselves freely and/or recall a precise piece of information without difficulty.
- Are useful when researchers cannot anticipate the various ways in which people are likely to respond to a question.
- Tend to stimulate free thought, be suggestive, probe people's memories, and clarify positions.

Disadvantages

- Can be very demanding. The tasks of articulating answers is difficult for most respondents, especially for those with low educational attainment and for those who lack experience in communicating ideas to other people.
- Are time-consuming for the respondents and may affect the response rate.
- Elicit answers difficult to code and summarize.

2. Closed-ended Questions with Ordered Answer Choices

Example

- Considering your vocational training, rate the degree to which you are satisfied with each of the following:

	Satisfied	*Not Sure*	*Dissatisfied*
Methods of instruction	☐	☐	☐
Facilities and equipment	☐	☐	☐
Guidance service	☐	☐	☐
Placement services	☐	☐	☐
Cooperative work experience	☐	☐	☐
Apprenticeship training	☐	☐	☐

Advantages

- Are suitable for determining such things as intensity of feeling, degree of involvement, and frequency of participation.
- Elicit responses suited to many forms of statistical analyses.
- Place little demand on respondents.

Disadvantages

- Tend to be very specific, causing respondents to think about a limited aspect of life in a limited way. Having a response dimension narrow in scope enables respondents to place themselves at the most appropriate point on a scale implied by the answer choices. Only appropriate if the researcher has a well-defined issue.

Table 1 (continued)

3. Closed-ended Questions with Unordered Answer Choices

Example

- Which one of the following aspects of your vocational training are you most satisfied with? (Check one)

  ☐ Methods of instruction
  ☐ Facilities and equipment
  ☐ Guidance service
  ☐ Placement services
  ☐ Cooperative work experience
  ☐ Apprenticeship training

Advantages

- Are useful for establishing priorities among issues and deciding among alternative policies.
- Do not limit respondents to choosing among gradations of a single concept. Each choice is an independent alternative representing a different concept.

Disadvantages

- Are generally more difficult to answer than those containing ordered answer choices, inasmuch as respondents must often balance several ideas in their minds at the same time.
- Preclude obtaining useful results unless the researcher's knowledge of the subject allows meaningful choices to be stated; possibly eliminates the most preferable option of the respondents.

4. Partially Closed-ended Questions

Example

- Which one of the following aspects of your vocational training are you most satisfied with? (Check one)

  ☐ Methods of instruction
  ☐ Facilities and equipment
  ☐ Guidance service
  ☐ Placement services
  ☐ Cooperative work experience
  ☐ Apprenticeship training
  ☐ Other (specify: _____)

Advantages

- Allow building of variables and testing of hypotheses.
- Preclude forcing respondents into boxes in which they clearly do not fit.

Disadvantages

- Seldom obtain sufficient number of additional responses in the open-ended option.

NOTE: In making this table, some ideas were taken from D. Dillman, *Mail and Telephone Surveys: The Total Design Method* (New York: John Wiley & Sons, 1979).

Determining Appropriate Response Options

A well-constructed questionnaire includes both proper wording of questions and proper response options. Confusing options increase measurement error (unreliable results) and the percentage of nonresponse rate. The following suggestions (Berdie and Anderson 1974, pp. 45-47) and examples are offered to help you design appropriate response options for questionnaire items:

1. Make certain that one response category is listed for every conceivable answer. To omit an option forces people to answer in a way that does not accurately reflect reality.

   Example: In your opinion, what is the most satisfying part of your present job? (check one)

   Poor Options (very few choices)

   _____ Salary
   _____ Fringe benefits

   Better Options (more choices)

   _____ Salary
   _____ Fringe benefits
   _____ Working conditions
   _____ Coworkers
   _____ Others (please specify: _____)

2. Include a "don't know" response option whenever respondents may be unable to answer. Although a "don't know" option may be viewed as offering respondents an "easy out," it is probably better to include this option than to take the chance of obtaining inaccurate information by forcing people to respond to an item about which they know nothing.

   Example: In your opinion, what aspect of your vocational training needs the most improvement? (check one)

   Poor Options

   _____ Facilities and equipment
   _____ Teachers
   _____ Apprenticeships/coop

   Better Options

   _____ Facilities and equipment
   _____ Teachers
   _____ Apprenticeships/coop
   _____ Others (please specify: _____)
   _____ Don't know

3. Make response options mutually exclusive and independent.

   Example: In your opinion, what is the most satisfying part of your present job? (check one)

   Poor Options
   (options not mutually exclusive)

   _____ Salary
   _____ Medical benefits
   _____ Fringe benefits
   _____ Working conditions
   _____ Status

   Better Options
   (options mutually exclusive)

   _____ Salary
   _____ Medical benefits
   _____ Other fringe benefits
   _____ Working conditions
   _____ Status
   _____ Others (please specify: _____)

CHECKLIST 2

Decisions About Question Wording

Instructions: Examine each question carefully in your questionnaire in terms of the following points:

Yes	*No*	
☐	☐	1. Can the question be misunderstood?
☐	☐	2. Does it contain unfamiliar or unclear phrases?
☐	☐	3. Does the question adequately express the alternatives with respect to the point?
☐	☐	4. Is the question misleading because of unstated assumptions or unseen implications?
☐	☐	5. Is the wording biased?
☐	☐	6. Is it emotionally loaded or slanted toward a particular kind of answer?
☐	☐	7. Is the question wording likely to be objectionable to the respondent in any way?
☐	☐	8. Would a more personalized or less personalized wording of the question produce better results?
☐	☐	9. Can the question be better asked in a more direct or a more indirect form?

NOTE: Ideas in making this checklist were taken from C. Selltiz, L. S. Wrightsman, and S. W. Cook, *Research Methods in Social Relations.* (New York: Holt, Rinehart and Winston, 1976).

TABLE 2

Some Don'ts in Question Wording

Ambiguity	• Avoid questions that are incomplete, imprecise, or indefinite. • An incomplete question is likely to lead to confusion. • An imprecise question conveys an unreal meaning or suggests an inaccurate answer. • An indefinite question contains hazy words (e.g., "frequently," "usually," "often," "always," etc.
Misperception	• Avoid questions containing words that lie outside the respondents' experiences and have no meaning to them. • Avoid questions containing words so familiar to respondents that they may be confused with similar-sounding words. • Avoid questions that violate local idioms. When a question is worded contrary to expectations, respondents are likely to respond, nonetheless, in terms of their expectations.
Loading	• A question is loaded when something in it suggests to the respondents that one particular response is more desirable than another. • A question is loaded when it provides unfair alternatives. • A question is loaded when it contains emotionally charged words or stereotypes. • A question is loaded when it is embarrassing.
Special Wording Problems	• Avoid questions that assume too much knowledge on the part of the respondents. • Avoid lengthy questions, such as two-part questions. • Avoid use of double negatives. • Avoid illogical sentence construction.

NOTE: Ideas in this table were taken from C. H. Backstrom and G. D. Hursh, *Survey Research* (Chicago: Northwestern University Press, 1964).

4. Balance all scales used in the response options. Include an equal number and degree of options on each side of a middle position.

Example: Please rate the degree to which you are satisfied with the following:

Poor Scale (unequal number of options on each side of the middle position)

	Satisfied (1)	Neither Satisfied nor Dissatisfied (2)	Dissatisfied (3)	Highly Dissatisfied (4)
Salary	_____	_____	_____	_____
Fringe benefits	_____	_____	_____	_____
Working conditions	_____	_____	_____	_____
Status	_____	_____	_____	_____
Others (please specify: _____)	_____	_____	_____	_____

Better Scale (equal number of options on each side of the middle position)

	Highly Satisfied (1)	Satisfied (2)	Neither Satisfied nor Dissatisfied (3)	Dissatisfied (4)	Highly Dissatisfied (5)
Salary	_____	_____	_____	_____	_____
Fringe benefits	_____	_____	_____	_____	_____
Working conditions	_____	_____	_____	_____	_____
Status	_____	_____	_____	_____	_____
Others (please specify: _____)	_____	_____	_____	_____	_____

5. Make sure to label the midpoint according to the "exact" meaning the scales require.

Example: Please rate the degree to which you are satisfied with the following:

Poor Scale (midpoint not labeled)

	Highly Satisfied (1)	Satisfied (2)	(3)	Dissatisfied (4)	Highly Dissatisfied (5)
Salary	_____	_____	_____	_____	_____
Fringe benefits	_____	_____	_____	_____	_____
Working conditions	_____	_____	_____	_____	_____
Status	_____	_____	_____	_____	_____
Others (please specify: _____)	_____	_____	_____	_____	_____

Better Scale (midpoint labeled according to the exact meaning):

	Highly Satisfied (1)	Satisfied (2)	Neither Satisfied nor Dissatisfied (3)	Dissatisfied (4)	Highly Dissatisfied (5)
Salary	_____	_____	_____	_____	_____
Fringe benefits	_____	_____	_____	_____	_____
Working conditions	_____	_____	_____	_____	_____
Status	_____	_____	_____	_____	_____
Others (please specify: _____)	_____	_____	_____	_____	_____

6. Arrange responses vertically.

   Example: In your opinion, what aspects of your vocational training needs the most improvement? (check one)

   Poor Response Arrangement (horizontally arranged)

   Facilities and equipment _____ Teachers _____
   Apprenticeships/coop _____ Others _____
   Don't know _____

   Better Response Arrangement (vertically arranged)

   _____ Facilities and equipment
   _____ Teachers
   _____ Apprenticeships/coop
   _____ Others
   _____ Don't know

7. Make certain the respondents know exactly what information they should put in the blanks of fill-in-the-blank items.

   Poor Direction: _____ Age in years

   Better Direction: _____ years of age at last birthday

Now you are probably ready to write your response options. After you have written them and before you begin to read the next section, take a few moments to review your response options by following the instructions in checklist 3.

CHECKLIST 3

Deciding about Response Options

Instructions: Respond to the following questions as appropriate:

1. What type of response options are present in your mailed questionnaire?

   1. _____
   2. _____
   3. _____
   4. _____

2. If a checklist is used,

   1. Does it cover adequately all the significant alternatives without overlapping? ☐ Yes ☐ No
   2. Is it of reasonable length? ☐ Yes ☐ No
   3. Is the wording of items impartial and balanced? ☐ Yes ☐ No

3. Is the form of response –

   1. Easy? ☐ Yes ☐ No
   2. Definite? ☐ Yes ☐ No
   3. Uniform? ☐ Yes ☐ No
   4. Adequate for the purpose? ☐ Yes ☐ No

Pretesting

The reader is forewarned that good question construction requires a deliberate process entailing considerable investment of time and material resources. It can be a frustrating process for evaluators, especially if they need to meet short deadlines. Oftentimes, it involves pretesting to reveal the questionnaire's weaknesses. Lundberg (1942, p. 198) warns:

> The inexperienced researcher is likely to be impatient with this preliminary work, which may seem like hair splitting over the meaning of words, and other details. But patience and care in this preliminary work may make all the difference between success or failure, both in the cooperation of the respondents and in the reliability and validity of the results.

Pretesting can be informal or formal. The most important aspect of the exercise is to pretest the questionnaire with respondents representative of the group of former vocational students who will eventually receive it. If the evaluator desires, pretesting can generate data that will reveal the readability, reliability, and validity of the instrument. (For additional discussion on the subject, see Franchak and Spirer 1978 and McCaslin and Walker 1979.)

How to Increase the Generalizability of Data Collected by Mailed Questionnaires

As mentioned earlier, one of the most serious problems of using the mailed questionnaire is low response rate. Partial returns "may introduce bias that will render the obtained data useless" (Van Dalen 1973, p. 325). Inadequate response is especially critical if questionnaires have been sent to a sample, because the resulting summarized data may not represent the true response of all the target respondents. As a result, generalizability of the data collected and their usefulness for decision making and program improvement are impaired.

This section details some valuable strategies for increasing the response rate of mailed questionnaires. Strategies are focused on preventive tactics; that is, the removal of possible causes within the evaluator's control that prevent the respondents from answering and returning the questionnaires. Included are proper format considerations and other strategies for stimulating response.

Format Considerations

Proper formulation of the instrument is a critical phase of questionnaire development. Improper format not only creates problems for data coders and tabulators, but also can lead to misinterpretation of questions (thus increasing measurement error) and low response rates (thus weakening the generalizability of results). Careful consideration must be given to two areas when format decisions are made.

1. *The respondents (former vocational education students).* The format should enable respondents to read and answer questions as easily as possible. Keep in mind that completing a questionnaire is an imposition.
2. *Data coders and tabulators.* The format should allow easy data coding and tabulation.

Goode and Hatt (1962, p. 43) succinctly summarize the important principles to observe in formulating a questionnaire:

> Common sense dictates certain practices about the design of the mail questionnaire. The mail questionnaire should be attractive and easy to fill out, have adequate space for response, and be legible. A neat, well-organized, attractive questionnaire should increase the response rate. This assumes that people associate appearance with quality and are more willing to complete and return the form. Conversely, a sloppy, crowded, or poorly reproduced questionnaire will have adverse effect on response rates.

Checklist 4 will help you review and improve the format of your mail questionnaire.

Strategies to Stimulate Response

Following up nonrespondents is a difficult and costly process. It is, therefore, important to exhaust all means to keep the percentage of nonresponse as low as possible. The emphasis should be on preventive tactics (i.e., the employment of strategies prior to the receipt of the questionnaire by the respondents).

Do you know your respondents? Have you anticipated all conceivable objections to their answering and returning the questionnaire? These questions are crucial in devising specific strategies to stimulate response. Your tactics should be tailored to your specific respondents, former vocational students, and should include techniques appropriate for this particular group.

> The ultimate objective is to obtain as many responses as possible, in the form of completed questionnaires, which provide usable data. If questionnaire forms meet criteria of physical attractiveness and obvious consideration for the respondent, it is believed that the percentage of replies will be sufficiently high to fulfill the requirements of the investigator. Every conceivable inducement should be used in the hope of convincing one more potential respondent to take the time and effort necessary to answer the questionnaire. (Nixon 1954, p. 486).

Inducement for the respondents to reply can include making precontact either by telephone or mail, preferably by someone who is known by the respondents (e.g., former vocational teachers or guidance counselors). In addition, the evaluator may use material or monetary inducements such as sending cash or small gift items such as pencils, school decals, or buttons; or evaluators could use a raffle as an inducement with the respondents included in a raffle if they return their questionnaires. Some social researchers find that such inducements do increase significantly the rate of response.

Another strategy for increasing response rate is to start an early campaign to inform your target population. Some local schools begin their information drive while the students are in their senior year. They are made aware of the objectives and importance of the study and their role in it. So, before graduating, the students know already that they will be participating in a follow-up study.

Now, let us pause and take a hard look at your completed questionnaire. Checklist 5 is designed to help you review the strategies that you have selected to stimulate response. Remember, "An ounce of prevention is better than a pound of cure."

CHECKLIST 4

Format Considerations

Instructions: Examine your questionnaire format in terms of the following considerations:

Yes	*No*	
☐	☐	1. Is the questionnaire "appealing to the eye" and as easy to complete as possible?
☐	☐	2. Did you number questionnaire items and pages so the respondent will not become confused while completing the form?
☐	☐	3. Did you put an identifying mark on each page of the form so that if one page should get separated from the rest, it can be reattached?
☐	☐	4. Did you put the name and address of the person to whom the form should be returned at the beginning and end of the questionnaire even if you included a self-addressed envelope, since questionnaires are often separated from the cover letter and the envelope?
☐	☐	5. Did you put the study title in bold type on the first page of the questionnaire?
☐	☐	6. Did you include brief and clear instructions (preferably bold or italics) for completing the form and additional clarification and examples before sections that may be confusing?
☐	☐	7. Is the question led up to in a natural way (i.e., is it in correct psychological order?)
☐	☐	8. Did you begin with a few interesting nonthreatening questions because introductory questions that are either threatening or dull may reduce the likelihood of the subject's completing the questionnaire?
☐	☐	9. Did you avoid putting important items at the end of a long questionnaire?
☐	☐	10. If questions appear on both sides of the page, did you put the word "over" on the bottom of the front side of that page?
☐	☐	11. Did you try to make smooth transitions between sections so that the respondent does not feel he is answering a series of unrelated "quiz" questions?

NOTE: Ideas in this checklist were taken from Douglas R. Berdie and John F. Anderson, *Questionnaire: Design and Use* (Metuchen, N.J.: The Scarecrow Press, Inc., 1974) and C. Selltiz, L. S. Wrightsman, and S. W. Cook, *Research Methods in Social Relations* (New York, New York: Holt, Rinehart, and Winston, 1976).

CHECKLIST 5

Stimulating Response

Instructions: Take time to review your strategies to stimulate response by answering the following questions:

1. How will you relate (i.e., formally or informally) to your sample of former vocational students?

   _____

   _____

2. How will you be able to guarantee respondent's anonymity or confidentiality?

   _____

   _____

3. Will your correspondence and questionnaire be printed in the most professional and appealing manner?
   ☐ Yes ☐ No

4. Have you carefully considered the content and approach of your preletter and cover letter?
   ☐ Yes ☐ No

5. Have you considered offering some type of incentive (such as giving the respondent small cash or gift items) to encourage responses?
   ☐ Yes ☐ No

6. Have you identified sufficient resources from which to obtain updated addresses of people in your study?
   ☐ Yes ☐ No

7. Where is the best place to send the questionnaire to the respondents?
   ☐ work? ☐ home? ☐ both work and home?

8. Have you considered using "high-powered" mailing tactics (such as the use of special delivery, certified, or first-class mail) to stimulate responses?
   ☐ Yes ☐ No

9. What methods will you employ to determine why people are not returning completed questionnaires?

   _____

   _____

10. Have you allocated sufficient resources to follow-up nonrespondents? ☐ Yes ☐ No

11. What method have you considered using for follow-ups?

    _____

    _____

12. Will your follow-ups be: ☐ humorous? ☐ serious? ☐ combination of both?

NOTE: Some ideas in making this checklist were taken from Douglas R. Berdie and John F. Anderson, *Questionnaires: Design and Use* (Metuchen, NJ: The Scarecrow Press, Inc., 1974).

How to Increase Confidence in the Data Collected by Interview

As emphasized in the previous chapter, exercising methodological control for reducing measurement error should be a continuing, important concern for both the evaluator and the researcher. Data reliability—a major determinant of data usability—is very much a function of methodological rigor. Additionally, when the interview schedule is finalized, much investment (time and money) has been made on the study. Thus, no effort must be spared in ensuring that complete, *accurate data* are collected. Preliminary computer processing and data analysis for initial results can be undertaken to detect certain errors. These preliminary efforts may minimize the study cost and time of the study.

In using the interview, the evaluator needs to pay particular attention to measurement error from two vantage points: question construction and interviewing process. The principles and techniques discussed in the previous chapter regarding determination of question content, structure, and wording apply also in formulating questions for the interview. Although interviewers have greater flexibility in asking questions than the mailed questionnaire (e.g., use of open-ended questions or use of probes), the basic principles of question construction and the factors to consider in making decisions remain the same. Questions should be clear and unbiased with each one focused on a single thought or issue. To the extent possible, the language and syntax of the questions should correspond to that of the respondent.

On the other hand, the best constructed questions will not be of much value in collecting valid and useful data when posed by unskilled or biased interviewers. Though many hours may have been spent in perfecting the interview questions, in the final analysis the utility and effectiveness of a questionnaire in getting valid and useful information depend upon the interviewer. The following subsection details some strategies and techniques for reducing data distortion during the interviewing process and includes some useful techniques for probing answers.

APPENDIX C

PRINCIPLES OF INTERVIEWING

Principles of Interviewing

The following interviewing guidelines are cited in the "Locally Directed Evaluation—Illinois Office of Education" (Illinois Office of Education, 1976) and given as suggestions when applicable.

Interviewing is a basic assessment method. An interview is not just a conversation; it is, rather, a carefully thought-out technique for finding out from respondents how things are and how people feel and think. The interview itself is not intended to change or influence the respondent. The interviewer, therefore, must be an understanding person, capable of accepting what the respondent says without judging or rejecting.

a. The respondent needs to see the interviewer as someone who is not a threat to his/her immediate or future well-being, nor to his/her self-esteem.

b. The respondent needs to see the evaluation itself as not posing a threat.

c. The respondent needs to understand, even in a limited way, the purpose of the evaluation, the reason for selection, and the necessity for cooperation.

d. The respondent needs to see the interview situation as a pleasant way of spending some time.

e. The respondent needs to feel, after the interview is completed, that it was a real opportunity for free expression on a particular subject.

To meet these needs of the respondent, the interviewer must be conscious of the style and the content of the interview. The following are suggested techniques that help to ensure a good interviewing relationship, as well as to obtain an accurate, unbiased interview:

a. Be friendly and informal, but at the same time, professional.

b. Be a sympathetic, interested, and an attentive listener. Be neutral with respect to the subject matter. Do not express your own opinions either on the subjects being discussed by the respondent or on the respondent's ideas about those subjects.

c. Be observant. Be alert to the respondent's manner of expression and use of gestures.

d. Last, but not least, be at ease yourself in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

Using the Questionnaire in Interviewing

Collection of accurate and useful information is the goal in using the *interview schedule,* which is the interviewer's guide in posing the questions to the respondents. It should be impressed upon interviewers that "each question has been carefully pretested to express the precise meaning desired in as simple a manner as possible—even a slight rewording of the question can so change the stimulus as to provoke answers in a different frame of reference or bias the response" (Selltiz, Wrightsman, and Cook 1976, p. 564). To this effect, Backstrom and Hursh (1963, p. 139) offer the following suggestions:

SOURCE: Catherine P. Warmbrod and Jon J. Persavich, eds. and comps., *Postsecondary Program Evaluation* (Columbus: National Postsecondary Alliance, The National Center for Research in Vocational Education, The Ohio State University, 1981), pp. 14-15.

1. Always follow instructions carefully.
2. Always study the questionnaire until you are familiar with all the questions.
3. Always use the brief introductory approach written into the questionnaire.
4. Always be completely neutral, informal, conscientious.
5. Always read questions just as they are written.
6. Always ask all of the questions.
7. Always ask questions in the order they appear.
8. Always record comments accurately.
9. Always interview only the proper person . . . designated by your procedure.
10. Always check each questionnaire to make sure you have completed every item.
11. Always interview people you don't know, and interview them alone.

However, Dexter (1979, p. 23) cautions that there is no set of universal rules that govern all situations in interviewing. In the ultimate analysis, "every suggestion about how to conduct interviews must depend upon these all-important variables: the personality and skill of the interviewer, the attitudes and orientation of the interviewee, and the definition by both (and often by significant others) of the situation" (Dexter 1979, p. 24).

Probing and Other Interviewing Techniques

It is relatively easy for interviewers to ask questions and record answers. However, obtaining a specific, complete response, which is crucial to the interviewing process, requires skill. It is not uncommon for some respondents to answer "Don't know" in order to avoid thinking about a question, misinterpreting the question, or contradicting themselves. In all these critical cases, the interviewer can use probing techniques.

Probing is a technique that motivates respondents to communicate fully so that they enlarge on, clarify, or explain the reasons behind what they have said. At the same time, it helps the respondents focus on the specific content of the interview so that irrelevant and unnecessary information can be avoided (Institute for Social Research 1976, p. 15). A good interviewer, therefore, is alert in detecting incomplete or vague answers and skillfully uses neutral probes to elicit complete, specific information from the respondents. This technique requires the interviewers to understand the objective of every question. It is only through "complete understanding of the question that the interviewer can recognize when and where probes are needed and use them effectively" (Institute for Social Research 1976, p. 16). Toward this end, the following useful techniques for probing (Institute for Social Research 1976, pp. 15-16) are suggested:

1. *Repeat the question.* When respondents do not seem to understand the question, when they misinterpret it, when they seem unable to make up their minds, or when they stray from the subject, the most useful technique is to repeat the question just as it is written in the questionnaire.

2. *Use an expectant pause.* The simplest way to convey to respondents that you know they have begun to answer the question, but that you feel they have more to say, is to be silent. The pause—often accompanied by an expectant look or a nod of the head—gives the respondents time to gather their thoughts.

3. *Repeat the respondent's reply.* Simply repeating what the respondents have said as soon as they have stopped talking is often an excellent probe. This repetition should be made as you are writing, so that you are actually repeating the respondents' reply and recording it at the same time. Be sure also that you are understood correctly.

4. *Use neutral questions or comments.* Neutral questions or comments are frequently used to obtain clearer and fuller responses. The most commonly used probes include:

    - Let me repeat the question.
    - Anything else?
    - Any other reason?
    - Any others?
    - What do you mean?
    - Could you tell me more about your thinking on that?
    - Would you tell me what you have in mind?
    - Why do you feel that way?
    - Which would be closer to the way you feel?

SOURCE: Stephen J. Franchak, Eliseo R. Ponce, Robert S. K. Billings, and Patrick A. O'Reilly. *Guidelines and Procedures: Measuring the Training Satisfaction and Job Satisfaction of Former Vocational Students* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981), pp. 80-88.

5. *Ask further clarification.* In probing, you will sometimes find it useful to appear slightly bewildered by the respondents' answers. For example: "I'm not quite sure I know what you mean by that—could you tell me a little more?" This technique, however, should not be overplayed.

Dealing with Interviewer's Bias

Interviewer's bias—"systematic differences from interviewer to interviewer or, occasionally, systematic errors on the part of many or even all interviewers"—affects the validity of evaluation data collected through interview (Selltiz, Wrightsman and Cook 1976, p. 570). Personality and demographic characteristics of the interviewers and situational factors may influence the responses of the respondents (Van Dalen 1973, pp. 329-330). Thus, different interviewers will not always elicit the same responses even from equivalent groups of respondents. Interviewer's bias is, therefore, a reality of which every evaluator needs to be aware. The most common techniques for reducing interviewer's bias include the following:

1. *Proper selection of interviewers.* Common sources of bias sources are the interviewer's preconceived ideas or perceptions of the situation. If the result of the survey is a possible threat to the interviewers in any way (e.g., posing a threat to personal interests or beliefs), interviewers are likely to introduce bias (Selltiz, Wrightsman and Cook 1976, p. 572). A good evaluator should take into account the foregoing consideration when selecting interviewers. Now take a few minutes of your time to complete Checklist 6 to help you in the selection of interviewers.

2. *Standardization of the interview.* This procedure includes use of standard wording in interview questions and standard instructions on probing procedure, classification of doubtful answers—suggestions all aimed at minimizing interviewer's bias.

3. *Appropriate training of interviewers.* Untrained or improperly trained interviewers are certain to manifest greater bias than those adequately trained. The training procedure should include the following experiences: how to make initial contact, how to secure the interview, how to use the questionnaire, how to make use of probing and other interviewing techniques, and how to record and edit the interview. Needless to say, interviewers need to know the objective of every question and the possible sources of data distortion, including ways of dealing with this distortion. Additionally, Van Dalen (1973, p. 330) recommends that the interviewer be kept ignorant of both the hypotheses being tested and the data returns. Knowledge of such information may create bias, thus influencing the manner in which the interviewers conduct the interview.

4. *Proper motivation and close supervision.* Horror stories on data being "manufactured" by interviewers in the comfort of their motel rooms are not uncommon. Such an eventuality can be avoided if interviewers are properly supervised and made to understand the importance of getting complete, accurate information. The evaluator should be aware of the possibilities of bias at various points in the data collection process and institute proper safeguards of minimizing it (Selltiz, Wrightsman and Cook 1976, p. 572). Whenever resources permit, it is suggested that a field visit be made at least two times during the interview period—a visit after one-third of the respondents are interviewed and another visit after two-thirds of the respondents are interviewed. The visit may include checking on the interviewers' problems, progress, and accuracy of work.

   Accuracy of work is accomplished through spot checking. This may involve a visit by the evaluator to a few randomly selected respondents who have been interviewed. They

CHECKLIST 6

Selection of Interviewers

Instruction: Please respond to the following questions:

1. How many interviewers do you need? _____

2. What special qualifications are required? Please list them.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

3. What personal characteristics are required? Please list them.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

are asked if they were in fact interviewed, including approximate length of interview time. However, when resources do not allow you to provide actual field supervision, you may either use the telephone or postcards as means of follow-up. Select a random sample of respondents and contact them by telephone or by mail using an easy-to-fill-out, self-addressed, stamped postcard verifying whether or not they participated in the interview. These procedures are important in checking whether the interviewers are in fact doing their job and not fabricating results.

5. *Reviewing completed instruments by the evaluator.* It is suggested that after the interviewers have turned in their completed interviews (at different points of time during the interview period), the evaluator go through each completed interview meticulously and check if all necessary questions are answered. Check also to see that there are no missing pages. Staple each set securely. The front pages of those that pass the inspection should be initialed and dated. *Those incomplete or highly doubtful questionnaires must be completed or discarded, and respondents should be interviewed again whenever possible.* After the questionnaires are inspected (i.e., those with complete *answers* and *pages*), they should be deposited in one place. If possible, tie all returns from one place and label them appropriately.

Checklist 7 is designed to help you deal with the problems of minimizing interviewer's bias.

Dealing with Social Desirability Bias

Another important source of data distortion is desirability bias, which is "a tendency to offer socially desirable answers . . . to answer questions in a way that conforms to dominant beliefs or patterns among groups to which the respondent feels some identification or allegiance" (Dillman 1978, p. 62). For example, some of your respondents may be located in communities where particular schools are known to be popular. Socially desirable response bias is manifest when former vocational education students say they are satisfied with their training, even though they are not, because they do not want to express an opinion that runs counter to the dominant view.

There is a greater probability of social desirability bias in face-to-face interview than with use of a mailed questionnaire. Such a probability can be compounded if the interviewer is personally known by the respondents or if the interviewer is known to be affiliated with the school. The following techniques are suggested to minimize social desirability bias:

1. Use of telephone interview or mailed questionnaire.
2. Employment of interviewers not personally known by the respondents. The use of vocational teachers or guidance counselors as interviewers, even with the use of the telephone, is discouraged.

How to Increase Generalizability of Interview Data

Good methodology dictates that you should strive to get 100 percent usable returns (i.e., complete, accurate answers) from every selected respondent, especially if you have a random sample. In cases where only a certain percentage of the sample reply or in cases where some completed interview schedules have to be discarded because the answers are inaccurate, it becomes inappropriate to generalize to the total population from the data collected.

CHECKLIST 7

Minimizing Interviewer's Bias

Instructions: Please respond appropriately to the following questions:

Yes	*No*	
☐	☐	1. Is the interview standardized allowing the interviewer as little free choice as possible?
		2. Does the interviewer's training include the following aspects of the study?
☐	☐	• Objectives of the evaluation
☐	☐	• Objectives of every question
☐	☐	• Sources of interview bias
		3. Is the interviewer trained in the following areas?
☐	☐	• Making initial contact
☐	☐	• Securing the interview
☐	☐	• Using the questionnaire
☐	☐	• Probing and other interview techniques
☐	☐	• Recording the interview
☐	☐	• Editing the interview
☐	☐	4. Is there a mechanism for providing a regular check of the data collected?

In this section, discussion focuses on strategies for increasing the rate of participation in order to increase generalizability of interview data. The following procedures are offered for the evaluator's consideration:

1. Identify sufficient resources from which to obtain updated addresses of former vocational education students.
2. Determine the best place to send precontact letters and the best site for the interview.
3. Design all correspondence in the most professional and appealing format.
4. Consider using the telephone as a method of precontact. Inform the respondents of the purpose and sponsor of the study, and explain that a trained interviewer will call at their addresses.
5. Ensure that interviewers are trained to make proper initial contact—both at the door and inside the house. The Institute for Social Research at the University of Michigan (1976, p. 7) offers the following advice:

> At the doorstep you should state the course of action which you desire rather than ask permission for the interview. For instance, instead of asking, "May I come in?" to which a respondent could easily reply "No," say, "I would like to come in and talk with you about this." Avoid questions such as "Are you busy now?" or "Could I take this interview now?" or "Should I come back?" Questions which permit undesired responses can lead or even push a respondent into refusing to be interviewed.

APPENDIX D

DESCRIPTIVE STATISTICS

Descriptive Statistics for Summarizing Data

The kind and amount of data collected depend on the study objectives. Your data may therefore include, in addition to your dependent variables, some or all of the following predictors or independent variables: demographic (sex designation, ethnicity, and age); socioeconomic status (parents' income or parents' educational background); type of vocational program in which enrolled; present occupation and salary; and other variables of interest. Needless to say, these data need to be systematically summarized by use of descriptive statistics for ease in presentation and comprehension. This section presents some statistics designed to help you in this area.

Frequency

Frequency refers to the number of times a specific item occurs. For example, you may want to know the frequency distribution of your respondents (former vocational students) in terms of some predictor variables like sex designations, ethnicity, and vocational programs in which they are enrolled. Besides the usual frequency table distribution, these data can be graphically presented in a variety of ways that will facilitate comprehension, such as the use of a histogram, polygon, or pie graph. In addition, frequency data can be presented as distributions of simple frequencies, percentage frequencies, or cumulative frequencies. Your type of data, the central theme of your study, and the kind of audience receiving the report are the major factors that need to be considered in determining the best way to present your data. Figure 9 includes some different uses of graphic presentations to illustrate percentage distribution.

Measures of Central Tendency

Measures of central or average tendency include the following: arithmetic mean, median, and mode. Average is commonly defined as a number indicating the central value of a group of observations. The average serves two important functions:

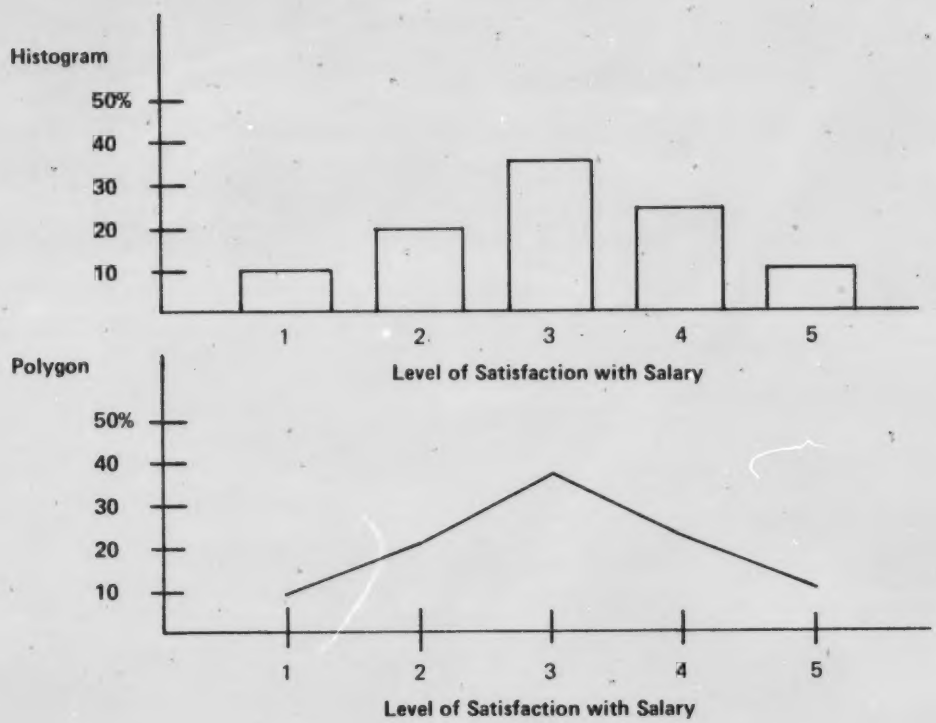
> First, it is a shorthand description of a mass of quantitative data obtained from a sample. . . . An average is, therefore, descriptive of a sample obtained at a particular time in a particular way. Second, it also describes indirectly but with some accuracy the population from which the sample was drawn (Guilford and Fruchter 1973, p. 42).

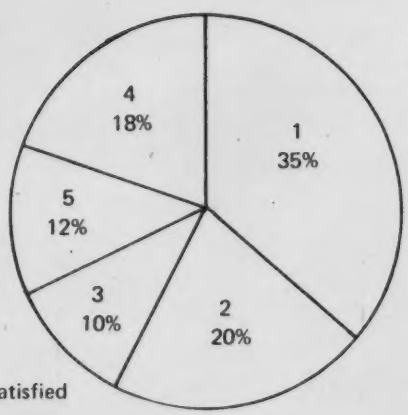
Let us take salary satisfaction score as an example. The mean is the arithmetic average of the scores of the respondents. The mean is computed by adding all the scores of the different respondents and dividing it by the total number of respondents; thus, the mean can be heavily influenced by extremes, particularly in a small number of cases. The median is the midpoint between the highest and the lowest score, above or below which are half the respondents. The mode is the score with the highest number of respondents. The example that follows illustrates the three different methods of measuring central tendency.

SOURCE: Franchak and Ponce et al., pages 103-107.

Figure 1

Graphic Presentations of Percentage Distributions
(Degree of Satisfaction with Salary of Former Vocational Students)





Legend:

1. Highly dissatisfied
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Highly satisfied

DATA COMPILED FROM A STUDY OF
FORMER STUDENTS' JOB SATISFACTION

Salary satisfaction score (x)	*Code*	*Frequency (f)*		*Product (f)(x)*
5	Highly satisfied	10		50
4	Satisfied	20		80
3	Neither satisfied nor dissatisfied	35		105
2	Dissatisfied	18		36
1	Highly dissatisfied	12		12
	Total number of scores =	95	Sum of all scores =	283

Mode — The most frequently occurring score = 3

Median — The score that is midpoint between the highest and lowest score = 3

Mean — Sum of all scores divided by the total number of scores = 283/95=2.98

Where the distribution is reasonably symmetrical, the arithmetic mean is usually preferred and is most useful because it is generally the most reliable or accurate. It has stability and consistency; thus, it is better suited for arithmetical computations, as will be seen later in the chapter. On the other hand, as suggested by Fitz-Gibbon and Morris (1978, p. 26), the median is used rather than the mean if (1) you will not need to perform statistical tests requiring the mean, (2) if you need a quick estimate of group performance, or (3) if the distribution is not symmetrical. Additionally, if the level of measurement of your variables is nominal, only the mode is meaningful.

Measures of Variability

Measures of variability are also known as measures of dispersion, heterogeneity, scatter, or spread. They are used to describe important characteristics of distributions (i.e., the variability of the scores. Using the salary satisfaction scores as an example, measures of variability answer the question: how varied are the scores that contribute to the mean salary satisfaction score of the group? There are two general measures of variability discussed in this chapter, the total range and the standard deviation.

The total range is easily determined, but it is also a highly unreliable measure because it is based only on two values. Again using salary satisfaction score as an example, the range is computed by subtracting the lowest reported score from the highest reported score. Different groups of respondents and types of vocational programs can be only crudely compared on the basis of their range of salary satisfaction scores.

The standard deviation is "the most commonly used indicator of degree of dispersion and is the most dependable estimate of the variability in the total population from which the sample came" (Guilford and Fruchter 1973, p. 65). The standard deviation of the salary satisfaction scores of former vocational students is a statistic indicating how much the scores are spread out around the mean. The smaller the standard deviation, the less spread are the scores. Knowing the standard deviation of a group of measurements performs two functions (Morris and Fitz-Gibbon 1978, p. 30):

- It provides a good means for describing the spread of certain measures (e.g., income or perception on the quality of training) obtained from the administration of a particular instrument.

- It provides a basis for later statistical procedures that you may want to perform, such as a test of the significance of differences between group means.

The example below will help you differentiate between the two types of measures:

Salary satisfaction score (x)	(x^2)	*Frequency (f)*		$(f)(x)$		$(f)(x^2)$
5	25	10		50		250
4	16	20		80		320
3	9	35		105		315
2	4	18		36		72
1	1	12		12		12
		n = 95	Sum =	283	Sum =	969

Range = highest score - lowest score
= 5 - 1 = 4

Standard deviation = $n(fx^2) - (fx)^2 / n$
= $100\ (969) - (283)^2 / 95$
= 1.36

APPENDIX E

GRAPHIC PRESENTATIONS

GRAPHIC PRESENTATIONS

Graphic presentations are an extremely useful and efficient medium for the presentation of quantitative data in a manner which facilitates the comparison of values, trends, and relationships. Graphic displays have qualities and values lacking in a narrative presentation.

1. They are more effective in creating interest and catching the attention of the reader.
2. They provide visual relationships which are more clearly grasped and more easily remembered.
3. They are more time efficient, since the essential meaning of large masses of statistical data can be assimilated at a glance.
4. They provide a more comprehensive picture of the problem, making for a more complete and better balanced understanding.
5. They stimulate and facilitate analytical thinking and investigation which bring out hidden facts and relationships.

Graphic presentations include the following forms:

1. *Rectilinear coordinate charts* – The most frequently used of this type is the simple, arithmetic line chart. A number of useful variations exist; the cumulative curve chart, staircase curve chart, simple-surface or silhouette chart, staircase surface chart, multiple-surface or band chart, and the 100 percent surface chart.
2. *Bar and column charts* – The major use of these forms is to facilitate the visual comparison of the magnitude of coordinate items or parts of a total. The bars in a bar chart are arranged vertically in a column chart. Basically, there are at least eight types of bar charts: the simple bar chart, the bar-and-symbol chart, the subdivided-bar chart, the subdivided 100 percent bar chart, the grouped-bar chart, the paired-bar chart, the deviation-bar chart, and the sliding-bar chart.

   There are also eight basic types of column charts: simple column charts, connected-column charts, grouped-column charts, subdivided-column charts, net-deviation column charts, gross-deviation column charts, floating-column charts, and range charts.
3. *Semilogarithmic or ratio charts* – This type of chart is especially suitable for showing proportional and percentage relationships. It is a good method for portraying rates of change in a graphic way. This type of chart not only correctly represents relative

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SOURCE: Stephen J. Franchak and Michael H. Kean. *Evaluation Handbook: Guidelines and Practices for the Utilization of Evaluation Results* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981), pp. 50–58.

changes, but also indicates absolute amounts at the same time. The vertical axis is ruled logarithmically, and the horizontal axis, arithmetically. The continued narrowing of the spacings of the scale divisions on the vertical axis is characteristic of logarithmic ruling. On the other hand, the equal intervals on the horizontal axis are indicative of arithmetic ruling. This chart is also sometimes referred to as a ratio chart because of the proportional relationships which it portrays.

4. *Frequency graphs and related charts* – There are three basic types of simple frequency graphs: frequency polygon, histogram, and smoothed frequency curve. The cumulative-frequency graph, or ogive, is well suited to the following purposes: (a) to determine and show the number or proportion of cases above or below a given value, and (b) to compare two or more frequency distributions.

   Probability graphs are based on the normal frequency curve. This method provides a test for proportional asymmetry as well as demonstrates comparisons between empirical and theoretical distributions and prediction.

5. *Miscellaneous graphic forms* – The pie chart may be used to show component relations. The various segments of a circle represent component parts of the total. The trilinear chart simultaneously portrays three variables in the form of elements of a single function of activity. It is always a 100 percent chart, since the sum of the three values indicated is equal to 100 percent. Trilinear charts are especially useful in portraying operating, production, or other costs expressed by a threefold breakdown.

   The scatter diagram (scattergram) and other types of correlation charts show in graphic form the degree and type of relationship or covariation between two series of data. In statistical terms, the relationship between two or more variables is described as correlation. The fan chart portrays change for two different periods either by percentages or index numbers. As many as ten or fifteen items may be shown, depending on the range and scatter of values.

   Ranking or rating charts place emphasis on the position of certain items or categories. This position is usually based on magnitude or frequency. Therefore, emphasis is placed on rank-order position, rather than on the values themselves.

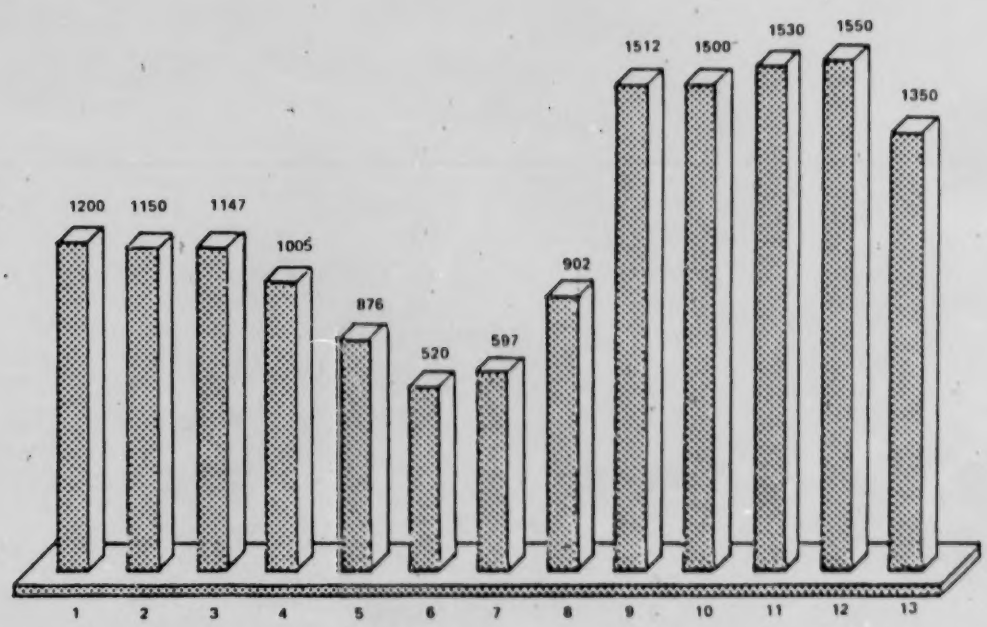
   The most effective way of showing spatial relationships is the map. Maps are often helpful in locating problems, testing hypotheses, analyzing data, and discovering hidden facts and relationships. The following basic types of maps may be useful in portraying statistical data: (a) cross-hatched or shaded maps, (b) spot or point-symbol maps, (c) isoline maps, (d) maps with one or more types of graphs superimposed, and (e) a combination of two or more of the preceding types.

   Pictorial graphs and charts may be used with popular reports which are prepared for nontechnical use. They add interest for the reader who may not be otherwise motivated to look at the item. Charts drawn in projection have limited use in vocational information packaging, largely because of the complexity involved in designing three-dimensional pictorial graphic forms which are distortion-free.

This is a very brief outline of some graphic forms which vocational education evaluators may consider for reporting evaluation results. The reader is referred to figures 1 through 7 for selected ideas for developing graphic displays.

Figure 1

(Three-Dimensional Bar Chart)
TOTAL ENROLLMENTS BY PROGRAM, 19–/19–



Vocational Program Code:

1 Plastics Technician
2 Horticulture Production
3 Livestock Management
4 Fashion Retailing
5 Insurance
6 Marketing
7 Accounting
8 Quantity Food Preparation
9 Auto Mechanics
10 Practical Nursing
11 Data Processing (keypunch)
12 Cosmetology
13 Interior Design

Figure 2

(Line Graph)
10TH-12TH GRADE ENROLLMENTS BY PROGRAM, 19--/19--

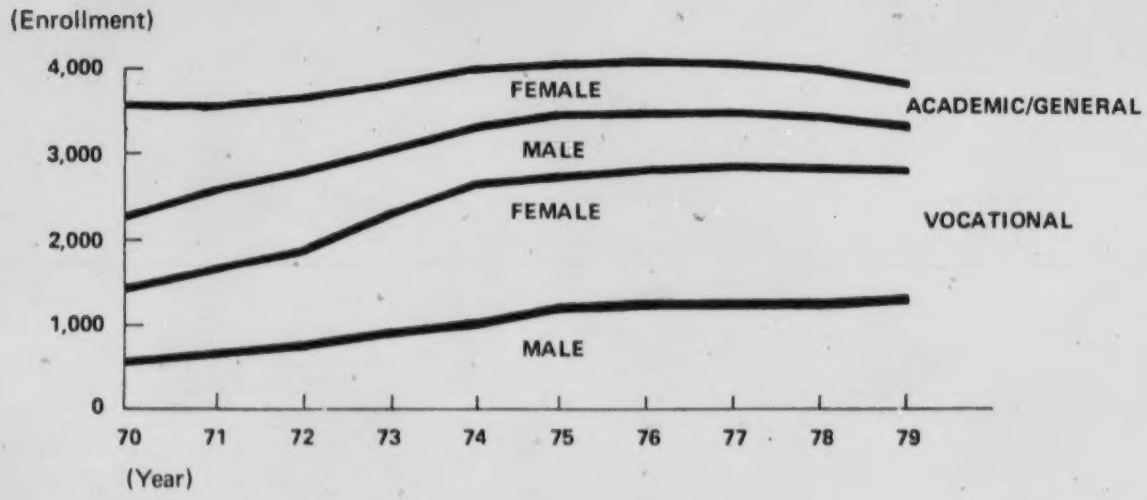


Figure 3

(Bar or Column Chart)
MONTHLY SALARY OF EMPLOYED VOCATIONAL PROGRAM GRADUATES

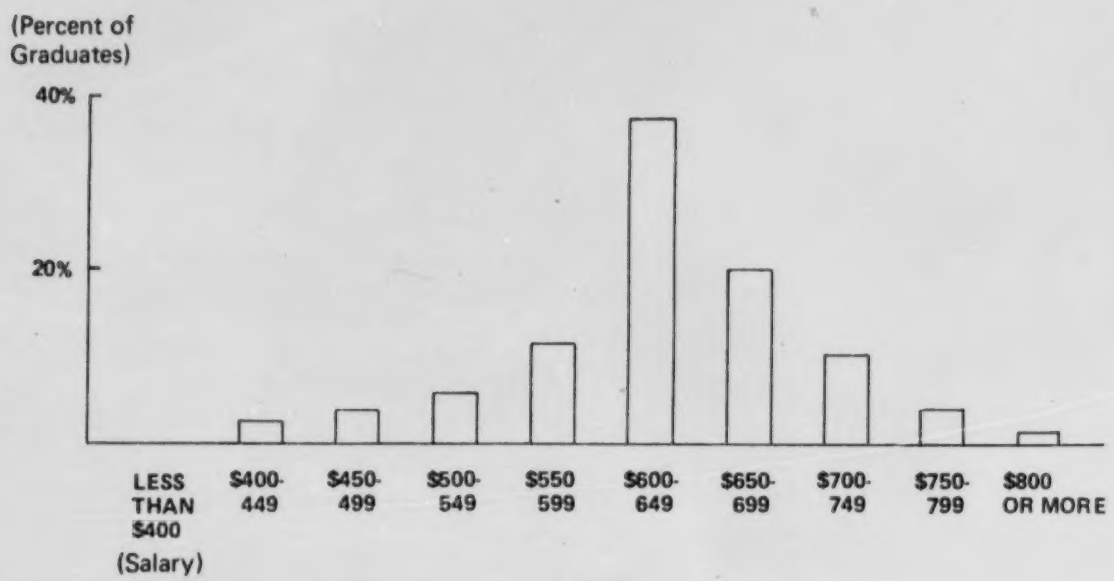


Figure 4

(Bar Chart)

19— GRADUATE
FOLLOW-UP RETURNS BY PROGRAM AND SEX

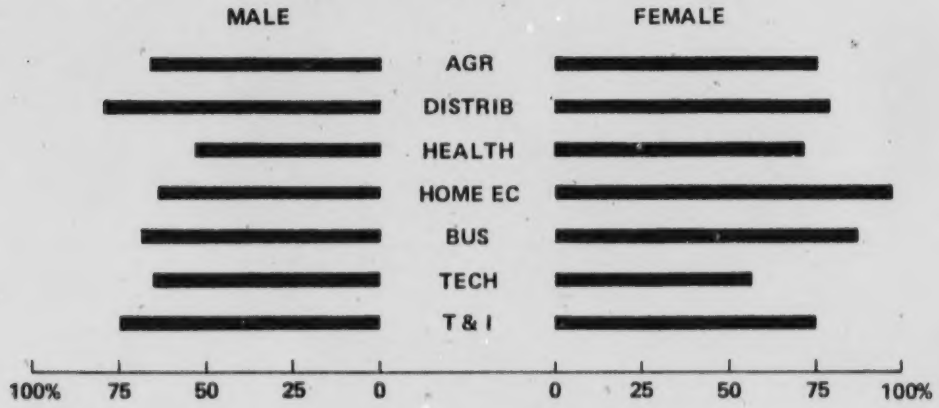


Figure 5

(Column Chart)

19— GRADUATES BY VOCATIONAL PROGRAM AND SEX

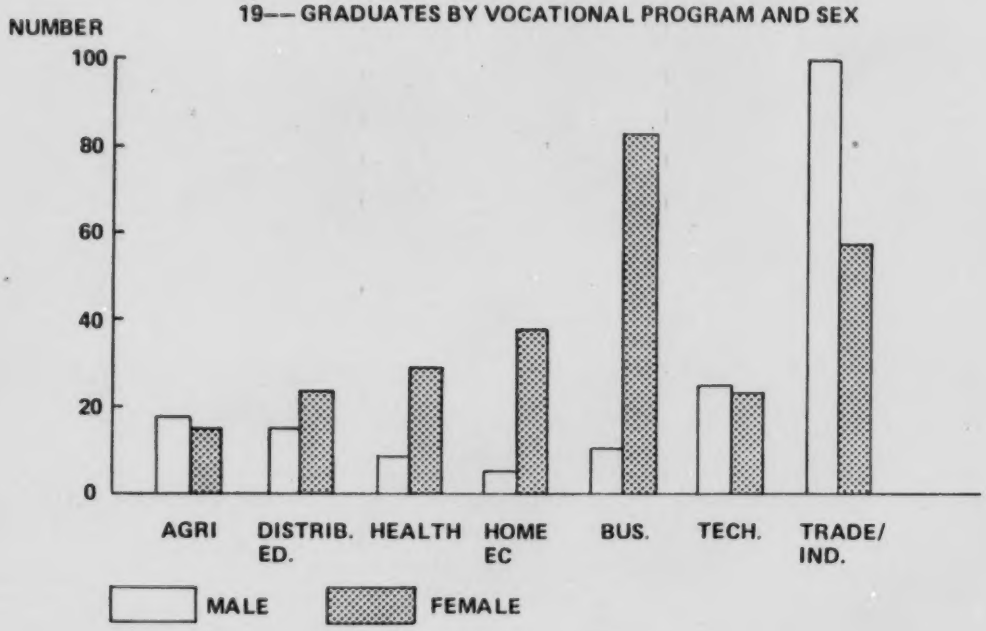
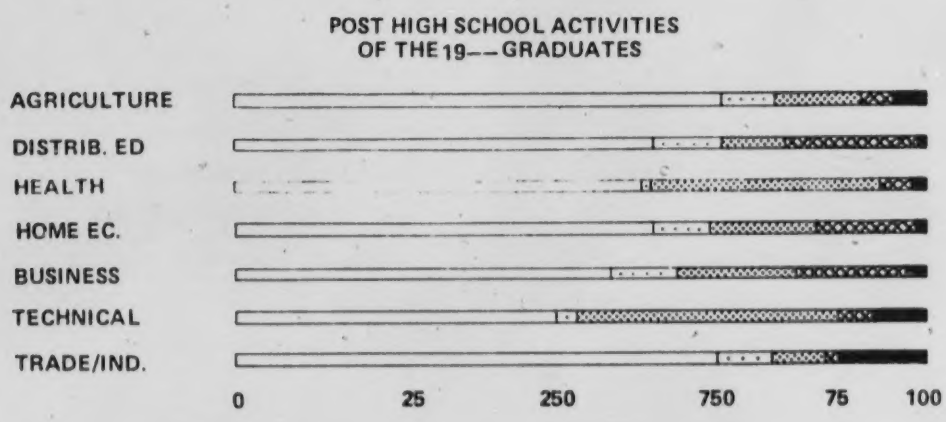
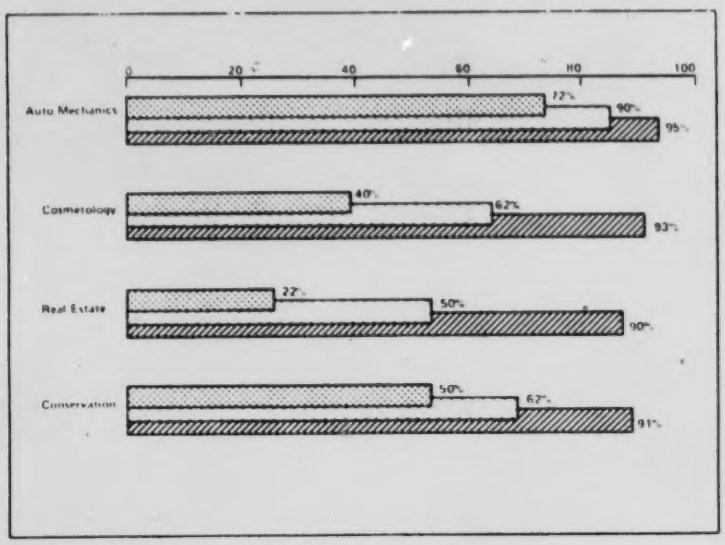


Figure 6

(Bar Chart—Shading)



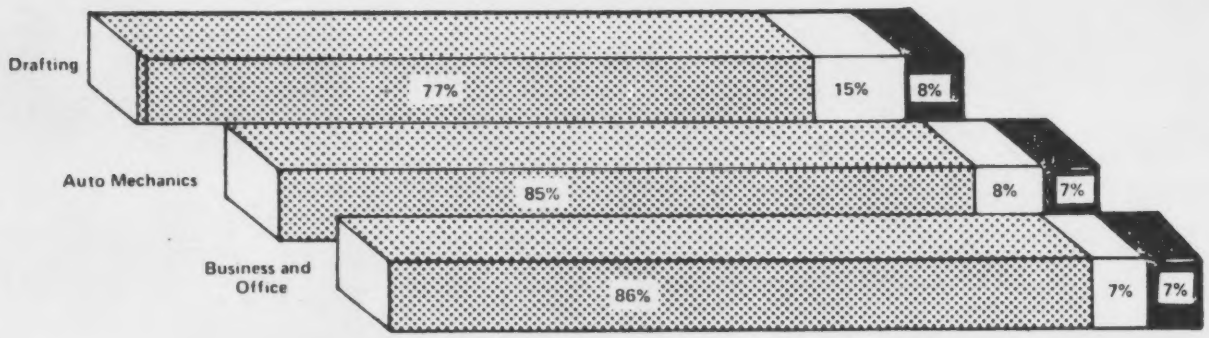
(Overlapped Bar Chart)

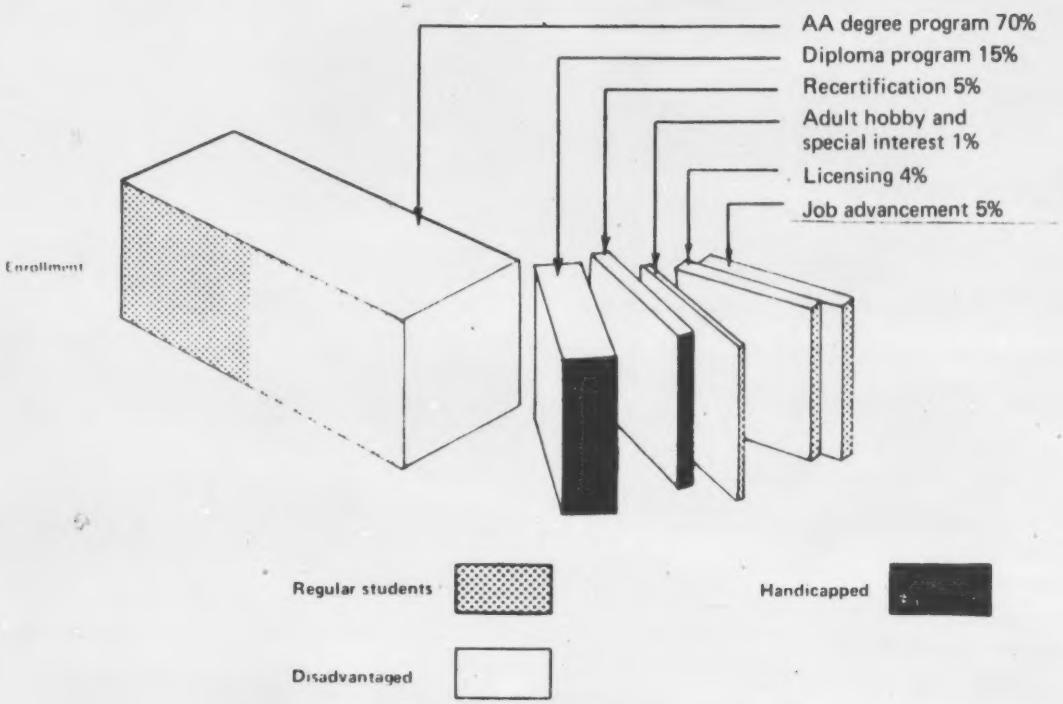


EMPLOYED
IN SCHOOL/ COLLEGE
UNEMPLOYED
NOT IN LABOR FORCE
IN THE MILITARY

Figure 7

(Three-Dimensional Bar Design)
STUDENT ENROLLMENT BY PROGRAM BY COURSE





A more detailed description about each specific type of chart with numerous examples may be found by consulting the following references:

AT&T. *Making the Most of Charts: An ABC of Graphic Presentation.* Washington, DC: Navy Publications and Printing Service, November 1970.

Schmid, C.F., and Schmid, S.E. *Handbook of Graphic Presentation.* New York: John Wiley and Sons, Inc., 1974.

Starr, H.; Maurice, C.; Black, M.; and Keller, P. *Selecting, Analyzing, and Displaying Planning Information.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979.

APPENDIX F

FOLLOW-THROUGH STAFF

Staff Functions and Competencies

The following functions and competencies were identified for staff to provide follow-through services.

Functions

- Individual and group counseling
- Employer contacts
- Agency referral contacts
- Subcontracting for services
- Designing and developing materials
- Evaluating services
- Monitoring counselor case loads

Competencies

Individual and group counseling. The counseling function was divided into four subgroups: general, employability, job adjustment, and career and educational planning. The first subgroup represents a common core of competencies that are relevant to all areas of follow-through counseling regardless of the service area in which they are used. The last three relate respectively to specific follow-through services described in the model: job search assistance, job adjustment counseling, and career planning and training assistance.

General:

- Interview clients, by telephone or in person, to obtain information on their current education and employment status.
- Determine clients' needs for follow-through services based upon the assessment of their education and employment status.
- Maintain appropriate records documenting counseling activities performed.
- Develop rapport with clients: exhibit empathy and patience, be sincere, use tact, build trust, and learn the language or jargon of the client population.
- Recognize the influence of clients' other life roles and priorities (e.g., family responsibilities) on employability.
- Educate clients' significant others concerning the value of follow-through services for the clients in order to gain the support of those others.
- Observe clients' physical and emotional status (e.g., use of drugs and alcohol, ability to get along with others) to identify problems that may affect their job success.
- Encourage clients to develop positive attitudes toward themselves, others, and work.
- Provide opportunities for clients to develop personal motivation and a sense of responsibility.
- Instruct clients on problem-solving techniques and encourage them to use techniques for solving various kinds of problems.

SOURCE: Campbell et al., pp. 58-65.

Employability:

- Instruct clients in methods of locating job openings.
- Teach clients how to interview for jobs and to prepare job application materials.
- Inform clients of conditions of employment (e.g., the employer's and employee's rights and expectations, criteria for advancement).
- Explain the woman's expanding role in the United States labor force to those clients whose culture defines the woman's employment role in a traditional or limited way.
- Arrange for clients to observe successfully employed role models (e.g., through on-the-job visits, classroom visits by persons outside the program or former program participants, media presentations).
- Encourage clients to seek employment despite apparent lack of progress.
- Describe acceptable and unacceptable behavior for the world of work (e.g., attitudes, appearance, attendance, promptness, adherence to organization's rules).

Job adjustment:

- Assist clients in examining their employment situations to identify job-related factors (e.g., insufficient job knowledge, poor work habits, negative attitudes) that impede their optimal job performance.
- Assist clients in assessing problems outside the job (e.g., inadequate child care or transportation) that impede their optimal job performance.
- Use group counseling techniques, such as lecture, group discussions and conferences, training groups, role playing, simulations, gaming, in-basket techniques, and use of audiovisuals, to help clients identify and solve job adjustment problems.
- Counsel clients on a one-to-one basis to help them identify and solve their job adjustment problems.

Career and educational planning:

- Provide clients with career information to assist them in exploring and choosing careers.
- Maintain a file of support service agencies, including contact information, referral procedures, and services provided.
- Contact agencies to inform them of clients' service needs.
- Inform clients of agencies that can provide required support services.

Subcontracting for services:

- Identify services needed from outside sources.
- Identify available service providers.
- Determine available funds to be expended on outside services.
- Develop formal requests for services.
- Initiate contracts with service providers according to established policies and procedures.

Designing and developing follow-through materials:

- Determine the kinds of materials needed to support follow-through services.
- Acquire and evaluate the appropriateness of existing materials for follow-through services.
- Revise or adapt existing materials for use in follow-through services.
- Develop follow-through materials, such as instructional packages, filmstrips, slide/tapes, and group exercises.
- Arrange for the development of follow-through materials.

Evaluating services:

- Review goal(s) and objectives of follow-through services.
- Determine which elements of follow-through services are to be evaluated.
- Identify measures of success of follow-through services.
- Identify sources of feedback information for evaluating follow-through services.
- Develop methods of collecting information for follow-through evaluation.
- Determine methods by which evaluation information can be analyzed.
- Determine means of transmitting feedback information (for follow-through evaluation) to staff (e.g., forms, reports, staff meetings).
- Determine a time schedule for collecting, analyzing, transmitting, and reacting to evaluation information.
- Provide information about future trends and technological changes that may affect employment.
- Help clients to develop career decision-making, goal-setting, and goal-achieving skills.
- Encourage and support clients who are interested in careers that are nontraditional for their sex.
- Assist clients in assessing and redirecting career goals.
- Identify outside sources for career planning assistance to which clients can be referred.
- Inform clients of education and training organizations and institutions that may meet their training needs.

Employer contacts:

- Identify existing employment opportunities for clients.
- Obtain job information from employers, such as job requirements, evaluation procedures, criteria for advancement, company policies, regulations, and benefits.
- Review with employers the traits (skills, work habits, and personal characteristics) they are seeking in potential employees.
- Confer with employers about clients' performance, progress, job adjustment problems, and ways the clients can resolve their problems.
- Discuss with employers the reasons for client job terminations.
- Mediate between employers and clients to help resolve conflicts when job-threatening situations arise.

Agency referral contacts:

- Identify agencies in the community that provide support services.
- Obtain literature describing community support services (e.g., a support services referral handbook).
- Review with agency staff specific information about available services (e.g., type of service provided, eligibility, methods of referral, fees, schedules).

Monitoring counselor case loads:

- Determine an appropriate counselor-client ratio.
- Devise procedures for assigning clients to counselors and for counselors to substitute for each other in the event of absence.
- Establish a schedule of services, including follow-up checkpoints and maximum period of service delivery.
- Devise a plan for maintaining contact with clients through which to conduct ongoing needs assessment.
- Instruct clerical staff on scheduling client appointments.
- Devise staffing plans and schedules for conducting group activities.
- Develop procedures for terminating clients' participation in the program.
- Establish procedures for counselors to report their progress and problems in maintaining their client case loads.

Staff Composition and Size

Three types of staff are needed in a follow-through program: a services coordinator, counselors, and one or more clerical workers. The duties of each are described as follows.

Coordinator of follow-through services

This person is responsible for the administration of follow-through services. Duties include the following:

- Supervising staff
- Assigning and monitoring the counselor case load
- Designing, implementing, and evaluating services
- Coordinating functions within the follow-through services program
- Coordinating follow-through services with other related programs and agencies
- Administering the budget

Follow-through counselors

These staff members are directly responsible for providing follow-through services to clients to enhance their job success and career progression. Services may include the following:

- Needs assessment
- Placement assistance
- Individual and group counseling
- Training in job search skills
- Career planning assistance
- Identification of training opportunities
- Referral to appropriate agencies for assistance with personal problems

Counselors also provide assistance to the coordinator in the administration and evaluation of services.

Clerical workers

Clerical staff are responsible for providing clerical and administrative support for follow-through services. Duties include such routine office work as the following:

- Typing
- Filing
- Processing forms
- Arranging appointments
- Answering telephones

Clerical services may also be provided for clients participating in job search activities.

The size of the counseling staff will vary with the size of the service case load. There is no precedent for client-counselor ratios for follow-through services; however, on the basis of past experience with similar programs (Gonzales 1980), it is recommended that the ratio not exceed 60:1. In dense urban areas, a somewhat smaller case load may be advisable. The size of the clerical staff will depend upon the number of other staff in the program, client case load, whether clerical services are provided to clients conducting job search activities, and other factors.

Gordon and Erfurt (n.d.), on the basis of work with disadvantaged clients in the Jobs/Now Program, advocate a racial/ethnic mixture among the staff. Among other things, this enables the staff to observe client interaction with people of different backgrounds and to identify any potential job adjustment problems related to racial/ethnic factors. For similar reasons, representation of both sexes in the counseling staff might be advisable.

APPENDIX G

WORK MATURITY SKILLS

WORK MATURITY SKILLS

1.0 Present a positive image

1.01 *Follow good grooming practices*

- A. Maintain cleanliness
- B. Practice dental hygiene

1.02 *Practice good health habits*

- A. Follow good nutrition and diet principles
- B. Follow habits that promote physical fitness

1.03 *Dress appropriately for the job*

- A. Select appropriate work clothing
- B. Keep clothing in good condition

1.04 *Exhibit self-confidence*

- A. Identify personal strengths
- B. Use positive body language

2.0 Exhibit positive work attitudes

2.01 *Use basic social skills*

- A. Assume positive behavior
- B. Exhibit interest in others

2.02 *Be creative and willing to learn*

- A. Identify creative potential in self and others
- B. Seek new ideas and ways of doing things

2.03 *Take pride in your work*

- A. Develop a sense of contribution about your work
- B. Be particular about the finished product

3.0 Practice good work habits

3.01 *Maintain regular attendance*

- A. Be punctual
- B. Be dependable

3.02 *Be thorough and diligent*

- A. Complete tasks willingly and on time
- B. Be persistent and persevering
- C. Maintain professional knowledge

SOURCE: Developed by the Technical Assistance for Occupational Skills Training Project, sponsored by the Office of Youth Programs, U.S. Department of Labor, 1981.

3.03 *Follow safety practices*

A. Identify and follow general safety rules

B. Operate equipment safely

C. Identify and demonstrate first aid techniques

4.0 Practice ethical behavior

4.01 *Exercise integrity and good judgment*

A. Maintain confidentiality

B. Maintain loyalty

C. Demonstrate honesty

4.02 *Respect property*

A. Care for the building

B. Care for equipment and furniture

4.03 *Follow company rules*

A. Follow company policies and operating procedures

B. Cooperate with organization and union to resolve conflicts

5.0 Communicate effectively

5.01 *Demonstrate spoken communication skills*

A. Use proper language

B. Use proper speaking techniques

C. Correctly relate information and messages

5.02 *Demonstrate written communication skills*

A. State information in a clear, concise, and complete manner

B. Convey accurate and complete information

5.03 *Demonstrate nonverbal communication skills*

A. Use body language to improve speaking skills

B. Use body language to improve listening skills

5.04 *Demonstrate good listening habits*

A. Exhibit qualities of a good listener

B. Follow verbal instructions

6.0 Accept responsibility

6.01 *Use initiative*

A. Anticipate responsibilities on the job

B. Be willing to perform your scope of work

6.02 *Use problem-solving techniques*

A. Analyze the problem

B. Identify and choose among alternatives

C. Devise a plan of action

6.03 *Manage personal responsibilities*

A. Manage responsibilities of family living

B. Manage personal finances

7.0 Cooperate with others

7.01 *Work as a member of a team*

A. Communicate freely with coworkers and supervisors

B. Deal with job frustrations

7.02 *Work under supervision*

A. Identify and work within the organizational structure

B. Cope with conflict

APPENDIX H

IMPLEMENTATION TECHNIQUES

Lecture

A person who is knowledgeable about a given topic presents information on that topic to a group of listeners. This technique is generally considered an inferior training method for several reasons: the client is in a passive role, placing the burden solely on the trainer; lectures tend to be boring; the content may not be individualized to each client's needs; and there is little opportunity for feedback to the client as to how well the content is being learned. These disadvantages tend to increase with the size of the group. There are, however, some advantages to the lecture technique: much information can be given to many people quickly; it is inexpensive in terms of client-counselor ratio; and an excellent lecture can be an inspirational model to the clients.

The lecture technique may be most appropriate for providing employment orientation information (rules, procedures, tax information, labor laws, benefits, personal finance, employer expectations, and so on). Lecture is not recommended as the sole method of providing group counseling. It is most beneficial when used as an introduction to another technique or for providing a final, synthesizing statement of what has been taught through another technique.

Conference or Group Discussion

A group leader and a small group of clients work together in a discussion setting. The purpose, goals, and objectives of the session are carefully explained by the leader, who keeps the discussion focused on the objectives. Problems and issues are advanced, either the leader presents typical problems or clients present their actual problems, and group members participate in their resolution. In the course of discussion, clients use each others' insights to shape their own thinking.

Haccoun and Campbell (1972), in their discussion of work entry problems of youth, conclude that "group discussions and conferences might provide one of the better intervention strategies to be used for aiding work entrants in their development of flexible coping styles" (p. 37).

Advantages of the conference technique are that it enables clients to discover solutions to their own problems and that it usually facilitates retention of learning; it is cost effective; it is flexible for many uses and can be combined easily with other techniques (such as case studies, role playing, and use of audiovisuals); and it can alert the counselor to individual clients' potential on-the-job problems so that early intervention is possible. The benefits of this technique are maximized when the group is kept small, the goals are made clear, the group process is well organized, and effective leadership prevents one or two clients from monopolizing the discussion. This technique can be especially effective for developing problem-solving skills; changing attitudes, values, and responses to supervision; and improving interaction skills with coworkers. It is not an effective method of imparting a lot of substantive content within a reasonable time.

Training Groups ("T Groups") or Sensitivity Training

A small group of clients and a facilitator focus on some dimension of interpersonal relations, critically evaluating themselves and the others while focusing on the "here and now." The goal is to see oneself as seen by others, using conflict as a vehicle for accomplishing this.

SOURCE: All materials in this appendix are from Campbell et al., pp. 40-53.

On the applicability of this technique to the general working population (as opposed to those in managerial training), Haccoun and Campbell (1972) state that:

> (1) work settings are social ones; (2) work involves the face-to-face interactions of many people; (3) work conflicts are frequent occurrences. It would seem that these situations are well suited to the use of the T group as an intervention strategy (p. 33).

The T group can be an effective technique for increasing sensitivity, improving the capacity for open communication, and increasing flexibility in role behavior. It should be noted, however, that the effects of sensitivity training seem to fade quickly and the transferability of what is learned through this technique to the work environment has not been determined.

Role Playing

Participants in a small group assume the roles of characters in a problem situation and act out the situation. Problems may be provided by the leader, presented through case studies or open-ended audiovisual vignettes, or suggested by the clients. If the group is large it can be broken into smaller groups, who act out the same situation simultaneously, and then reassemble to discuss the solutions.

Role playing is an effective technique for improving communication and coping skills, increasing self-awareness and self-esteem, learning appropriate job language and behavior, reducing prejudice, and changing work values and attitudes. It is also a means for the counselor to predict job behaviors in clients. One drawback of role playing is that some participants either find it hard to take the situations seriously or focus too much on acting and lose sight of the counseling goals. Advantages of this technique are that it is motivating and interesting to the client, an active form of learning in which the learner receives immediate feedback and reinforcement, a good vehicle for clients to practice coping behaviors, and fairly easy to design. Role playing is somewhat costly in terms of administration and time.

Gaming Techniques

Two or more clients, each given information about a hypothetical problem or situation, compete within the framework of a game. Each strives to win the game and maximize returns.

Games are most frequently used to improve goal-setting and decision-making skills and to develop greater awareness of business environments. Gaming can be an effective technique for some clients because the element of fun is motivational. Further, clients are allowed to set their own goals and are helped to understand which actions ought to be taken to attain those goals. Immediate feedback is reinforcing and forces realism regarding the causality of one's actions leading to outcomes.

Many suitable games are available commercially—for example, *The Job Game* (Employment Training Corporation) and *Life Career Game* (Western Publishing Company). When existing games are used for this technique, the cost tends to be quite low in relation to the outcomes.

Simulation

Clients assume worker roles in a hypothetical situation, frequently some type of business venture. Participants learn the importance of worker interrelationships through carrying out interrelated tasks.

For some clients, this can be a motivational technique because of the participatory element and the interesting situations that can be created. Simulations are usually flexible, in that different numbers of roles can be used together or roles can be combined in different ways. It is important to use this technique selectively, with those clients who are most likely to benefit from it.

When commercially available simulations are used—for example, *Adventure—Lifelong Learning Simulation* (Abt Publishing Company) and *Project Seek* (The National Center for Research in Vocational Education)—preparation for this technique is fairly inexpensive, although staff involvement in relation to payoff may be high.

In-basket Technique

This technique is closely related to simulation but can be conducted with less elaborate structure and preparation. Each client receives a description of a worker role and an in-basket of job tasks representing day-to-day problems or decision points. (Although this technique is most effective when several clients are given interrelated roles and in-baskets, it may also be used with individuals.) Clients deal with the items in their in-baskets, then discuss their activities with the counselor, who helps them interpret appropriateness of decisions and actions and their impact on other workers' roles.

This technique is an appropriate counseling tool for adjustment problems related to decision making and personnel interrelationships.

Case Studies

Written problem descriptions are presented to the clients, who try to resolve the problems. Members of the group share their ideas and discuss alternative solutions.

This technique may be appropriate for working on situational problems, personal work habits, and problems related to interpersonal relations and response to supervision. It is also useful as a follow-up to other techniques to determine how much clients have retained.

Audiovisuals

Films, filmstrips, slides, tape recordings, videotapes, and closed circuit television can be used in a variety of ways in job adjustment counseling.

Many films, filmstrips, and recordings that are available commercially deal with work adjustment topics. Examples include the following:

- *ABC's of Getting and Keeping a Job* (Eye Gate House)
- *Exploring the World of Work* (Specialized Service and Supply Co.)
- *Getting a Job and On the Job* (Education Design)
- *Opportunity* (Scholastic Book Services)
- *Roles and Goals* (Argus Communication)
- *Your First Week on the Job, You and Your Job Interview, Trouble at Work, A Job that Goes Someplace,* and *Job Hunting: Where to Begin* (Guidance Associates)

Materials such as these are versatile: they can be used in different settings and with any size of group; if kept in stock, they can be used with little notice or preparation and can be chosen to fulfill a variety of purposes; and they require a minimum of staff time. The content should be studied carefully for accuracy, appropriateness for the counseling goals, and absence of ambiguity and bias.

Disadvantages of this type of medium are that the learner is in a passive role and that the materials may not be strictly relevant to each client's counseling needs. To help focus the content on specific problems and to involve the clients actively in interpretation of the content, audiovisual presentations should be followed by discussion.

Audio and videotapes and closed circuit television are useful for another purpose, microteaching. In this technique, the clients give a short presentation or participate in role playing. The segment is recorded and replayed and the clients watch or listen to the recording with their counselor and other members of the group. The clients receive immediate feedback through watching their own behavior and from the discussion that follows.

Although performing before camera or microphone can be threatening and depersonalizing to some clients, these feelings can be minimized by preparing the clients for the experience of self-observation. While the initial cost of audiovisual materials and equipment is high, the cost over time is low because they can be reused.

Individual Assistance

Individual assistance, in the form of counseling or other services, has the advantage that it can be tailored exactly to the client's needs. The content can be individualized on the basis of the client needs assessment and services can be rendered when they are most needed. Several techniques for providing individual assistance are described as follows.

Individual Counseling

Counseling is provided on a one-to-one basis to help the client deal with adjustment problems on the job and to develop coping skills that will help the client handle future on-the-job problems without assistance.

It is important that counseling be provided early, at the first sign of a potential adjustment problem. In many cases this makes it possible to avert a problem rather than to remedy it. (It may be too late to solve a problem through counseling after a potential problem has escalated into an on-the-job clash.) Individual counseling may be considered an expensive technique in terms of counselor-client ratio, but it is frequently more efficient than group counseling in terms of getting to the problem quickly and resolving it.

Dialogue with Employer

Ongoing dialogue with clients' employers is a good source of information about job adjustment. By keeping informed in this way, the counselor can be alert to potential problems and offer counseling services before problems become critical.

Intervention or Advocacy

Sometimes a job adjustment problem results in a crisis—the client is fired, is under threat of being fired, quits, or is about to quit—before the counselor learns about the situation. Under these circumstances, the counselor may decide to intervene.

The counselor talks to the employer and the client and determines the nature of the problem and any underlying causes. A decision is then made as to the best course of action. For example, the counselor might—

- talk to the employer on behalf of the client;
- get the client to stay on the job;
- counsel the client on coping with job stress;
- get the employer to modify a stressful situation;
- refer the client for needed outside services.

This technique is most easily implemented if an ongoing dialogue has been maintained with the employer. Additional discussion of this technique is presented by Gordon and Erfurt (n.d.), p. 119ff.

Programmed or Computer-Aided Instruction (PI or CAI)

In this technique, small increments of material are presented to the learner and a question is asked. If the learner's response is correct, new material is presented; if wrong, the material is repeated. In the linear method of PI, material is presented in ascending order of difficulty, and the material at each level must be learned before the next level of material is presented. In the branching method, the learner who gives a wrong answer is "branched" to a deeper exploration of the problem material.

Programmed or computer-aided instruction is available in several forms, including program books, piecemeal program materials, program learning machines that accommodate one client at a time, and computer programs that can accommodate many clients at once.

CAI and PI techniques are useful only when there is a definite content with "right answers" to be learned. This may limit its applicability for some areas of job adjustment counseling. Haccoun and Campbell (1972) note that:

> PI seems more efficient when specific learning criteria or goals are set. Unfortunately, setting up specific criteria for problems such as "adjustment to peers and supervision" is a difficult task because the criteria are often situation-determined. However, when (and if) these criteria are specified, the positive experience with PI might be indicative of its future usefulness as an intervention strategy (p. 30).

Since this technique focuses on individual differences, its effectiveness varies with those differences. Motivation may be greatest with people who prefer to learn information systematically. Although initial cost is very high, PI and CAI systems are inexpensive to use.

Modeling

The client observes a person (model) performing a task, then duplicates the task. The task is repeated until the client can successfully perform it, and correct performance by the client is rewarded.

Also called "observation learning," "imitation identification," "social learning," and "vicarious learning," this technique may be appropriate for such counseling topics as personal work habits, proper use of language and deportment on the job, and responses to supervision. It is less appropriate for situational adjustment problems because "correctly" modeled behaviors are difficult to transfer from one situation to another. The effectiveness of modeling is enhanced if the model is someone who is perceived as being competent and with whom the client can associate.

Exploratory Experience

Often used for people whose career goals are unclear, this technique may also be useful for the client who has a history of work adjustment problems, who has been identified during training as having strong potential for such problems, or who has no experience whatsoever with work environments. In this technique, the clients are placed with a worker on a job in the type of industry or business in which they are seeking employment. The clients observe a typical workday and "get a feel for" the work environment.

Selective Placement

Employment situations to which clients are referred may need to be chosen carefully to avoid a particular adjustment problem for which a potential has been noted in the client. Occasionally an instructor or counselor, by observing a client's performance or interaction with program staff and other clients, will detect an aspect of employment to which the client is likely to have trouble adjusting (for example, personal grooming or strict regimentation). If it is determined that the client's attitudes or behaviors cannot be modified sufficiently, or that employment is needed before modification can take place, it may be helpful to place the client on a job in which the problem is not likely to arise.

Referral

When personal, family, or other nonjob-related problems impede the client's adjustment to work, it may be appropriate to refer the client to outside services (for example, child care, legal, or mental health services) for assistance with the problem. This technique is described under "Referral to Support Services."

Reading Lists and Printed Materials

The counselor provides reading materials, or lists of such materials, from which the client learns appropriate behavior patterns. Examples include:

- *Everything a Woman Needs to Know to Get Paid What She's Worth* (Bantam Books)
- *Handbook for Young Workers* (U.S. Government Printing Office)
- *How to Get and Hold the Right Job* (U.S. Government Printing Office)
- *How to Keep Your Job: Poster Series* (Walch Pub.)
- *Succeeding in the World of Work* (McKnight and McKnight)
- *Succeeding on the Job: Self-Study Guide for Students* (Card Set) (Interstate Printers and Publishers)
- *A Working Woman's Guide to Her Job Rights* (U.S. Department of Labor)

For written materials to be effective, the reading level and style must be appropriate for the client, the content must be interesting, and the materials must be available. Thus, materials that are hard to read, that are presented in a style to which the client does not relate, or that cannot be obtained without spending money or going across town to get them are not likely to be effective tools for job adjustment counseling. Written materials are best used for reinforcing learning acquired by other methods or providing information to clients who cannot participate in other training.

Career Planning and Training Assistance

Career planning and training assistance are services that help clients identify and pursue their career goals. These services are provided to clients who, after termination of employment and training programs, (1) have not chosen a career, (2) have careers and wish to maintain them, (3) have careers and wish to advance in those careers, or (4) have careers and wish to change to other careers.

There are two aspects of career planning and training assistance: career planning assistance, and referral to education and training programs.

Career Planning Assistance

Clients who complete CETA training programs often obtain employment in entry-level jobs that do not offer long-range career opportunities without further planning and, possibly, training. The aim of career planning assistance is to help clients improve present career paths or choose new ones that fit their skills, interests, and occupational aspirations. Career planning assistance can be developed through three approaches: "in-house" groups, individual career planning assistance, and referral to agencies. All three approaches to career planning assistance are aimed at helping clients (1) assess their skills, interests, and occupational aspirations; (2) explore career options (including nontraditional career options); (3) choose new careers or maintain their present ones; and (4) implement their decisions.

"In-house" group career planning assistance. Groups of clients are counseled in career planning by program staff. Although targeted at individual needs, the counseling is delivered through structured group activities. The counseling includes some or all of the following activities:

- Assessing clients' skills, interests, occupational aspirations, and personality traits by using aptitude and achievement tests, interests inventories, personality evaluations, and other instruments.
- Acquainting clients with career options through discussions, lectures, and career guidance materials. Career information should include the following:
  - Nature of work
  - Working conditions
  - Hours of work
  - Salary or wage range
  - Opportunities for advancement
  - Required skills and attributes (manual dexterity, good vision)
  - Education and training requirements (type, content, length)
  - Other prerequisites (experience, license, certification, union or professional group membership)
  - Equipment used
  - Degree of supervisory responsibility
  - Kind of supervision received
- Instructing clients on the decision-making process to facilitate their choosing career paths that match their career interests. This activity could also include instruction on problem-solving techniques.
- Aiding clients in implementing their career decisions. This activity is usually accomplished by referring clients to appropriate training programs that will prepare them for their career choices.

Individual career planning assistance. Clients are counseled on a one-to-one basis to help them resolve career-related questions or problems. The activities used to help individuals plan their career may be the same ones used in group counseling. Clients may also be directed to career information materials so that they can guide themselves in selecting career paths. Examples of such materials follow:

- *Dictionary of Occupational Titles* (U.S. Department of Labor)
- *Guide for Occupational Exploration* (U.S. Employment Service)
- *Guide to Local Occupational Information* (U.S. Employment Service)

- *Job Guide for Young Workers* (U.S. Employment Service)
- *New Career Options: A Woman's Guide* (Human Sciences Press)
- *Occupational Outlook Handbook* (U.S. Department of Labor)

Referral to community services for career planning assistance. Clients who need additional assistance may be referred to community services that provide career planning assistance. Although this will vary by communities, such services are typically found in—

- four-year colleges and universities;
- community and junior colleges;
- private groups and agencies;
- government agencies;
- public adult schools;
- company personnel offices.

Career planning assistance also can be located through such sources as The National Center for Educational Brokering (405 Oak Street, Syracuse, New York 13203), which publishes a national directory of career planning services. Directories of career planning services may also be available from local sources or state departments of guidance.

Referral to Education and Training Programs

The purpose of referral is to link clients with opportunities for further education or training (for example, postsecondary programs) that can help them achieve their career goals. The process of referral includes four activities: (1) helping clients identify education and training needs, (2) identifying education and training programs, (3) linking clients with programs that meet their education and training needs, and (4) helping clients implement their education and training plans.

Helping clients identify education and training needs. After clients have decided upon career goals, they are assisted in identifying short-term and long-term education and training needs to pursue those goals. For example, it might be determined that a client needs adult basic education (to upgrade basic academic skills) and then some type of postsecondary vocational training in the chosen field.

Identifying education and training programs. Organizations and institutions are identified that offer the type of education or training sought by the client. Such organizations and institutions might include the following:

- Proprietary schools
- Area vocational–technical schools
- Technical institutes
- Business and trade schools
- Business or government sponsored training programs
- Community colleges
- Universities
- Adult education programs through public schools
- Correspondence courses
- Apprenticeships
- Military training

In addition to local sources of information, directories and guides such as the following may be used to identify programs in the area of the client's education and training needs.

- *American Trade Schools Directory* (Croner Publications, 1974)
- *Barron's Guide to Two-Year Colleges* (College Division, Barron's Educational Series, 1979)
- *Community, Junior, and Technical College Directory* (American Association of Community and Junior Colleges, 1979)
- *Comparative Guide to Two-Year Colleges and Career Programs* (Harper and Row, 1976)
- *Directory of Postsecondary Schools with Occupational Programs* (National Center for Educational Statistics, 1978)
- *Lovejoy's Career and Vocational School Guide* (Simon and Schuster, 1978)

Literature such as catalogues, pamphlets, and brochures is obtained to provide the client with such information as the following about the programs:

- Entrance requirements (entrance examination, education prerequisites, minimum grade point average, previous training, and so on)
- Training or tuition fees
- Financial aid possibilities (loans, work-study arrangements, grants, and scholarships)
- Course requirements for a particular degree, certificate, or license
- Calendar of program offerings
- Schedule of classes
- Deadlines for submitting applications

Linking clients with education and training programs. The counselor helps the client gain enough information about the program and institution to be able to make a decision about pursuing the training or education.

The directories, guides, pamphlets, and other written materials are stocked in order to provide clients with general and specific information about the programs. A browsing library might be established to facilitate clients' access to the written materials.

Representatives of training programs might be invited to speak to groups of interested clients about their programs' content, admission requirements, costs, and other factors.

Clients are encouraged to visit the organizations or institutions that house the training programs of interest to them, to view the facilities, and discuss the nature of the programs with admissions staff, instructors, and students.

Where different types of training are available in the chosen field (for example, apprenticeship, vocational school, and community college), the client is assisted in reviewing and comparing the different programs—their prerequisites, content, training time, type of instruction, training outcomes, cost, and so on—to determine the type of training that best meets career goals and individual needs.

Helping Clients Implement Education and Training Plans

Communication is established with the admissions staff of the training programs to inform them of individual clients' career goals and training needs. During these contacts, information can be obtained about the application procedures, student selection process, deadlines for submitting applications, and other matters related to entry. This information is then used to help the clients decide whether they are eligible and in a position to take advantage of a particular program.

Clients are assisted with procedures and problems related to matriculation and participation in their desired programs. For example, the following kinds of assistance might be provided as needed:

- Completing applications
- Scheduling and preparing for entrance tests
- Obtaining financial assistance
- Planning for training-related expenses (books, materials, tuition, dues)
- Making child-care and transportation arrangements

Referral to Support Services

Referral to support services is provided to clients who need help in relieving personal problems that interfere with their job success but are not directly related to their jobs—for example, inadequate child care or transportation. The actual help or service that the clients require is delivered by sources outside the follow-through program. It is the counselor's function to help clients identify their problems and to direct them to the services.

Helping Clients Identify Personal Problems

Clients are guided in examining their respective employment situations and discerning those factors in their personal lives that impede their optimum job performance. Clients are encouraged to express what they see as impediments to their job success but are discouraged from relying on program staff to make judgments about their personal situations or to solve personal problems for them.

Directing Clients to Sources of Assistance

Once the problems have been identified, the clients are made aware of service deliverers that can provide help in abating the problems. If a support services referral handbook is available, it is used to provide clients with basic information (name of agency, address, phone number, scope of service) about those service deliverers.

The following are examples of personal problem categories that might interfere with clients' job success and the service deliverers that might be expected to provide assistance in solving the problems:

- Child care
  - private day care centers
  - church-sponsored education centers
  - county family services
- Counseling
  - community mental health centers
  - private counseling services
  - public and private hospitals
  - church-sponsored social services
- Financial assistance
  - budget counseling
    - community action programs
    - consumer credit counseling services
    - small business administration
    - utility companies

• rent supplement • housing financial assistance	• local housing authority • local homestead department
• Health	• hospitals • public health services • community outpatient clinics
• Legal assistance	• local bar association • local Legal Aid or legal rights service • legal clinics • city prosecutor's office • local court of common pleas • municipal court

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